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ABSTRACT

Because Los Medanos College (LMC) has no entrance tests or academic tracks, instructors are faced with mixed reading and writing levels in the classroom. LMC has elected to address this problem through a college reading and writing center and through the extensive use of peer tutors to upgrade language skills in all subject areas. In 1980, LMC began a 2-year project designed to train full-time faculty to supervise, direct, and support peer tutors. The project consisted of semester-length seminars repeated for four different sets of instructors over the 2-year period. The seminars, taught by language arts faculty, covered topics such as how to select a tutor, how to screen classes for literacy problems, and how to reinforce good reading and writing habits through appropriate classroom methods. Participating instructors selected their own tutors, who enrolled in tutor-training classes offered by the language arts faculty. Seventy percent of the full-time faculty participated in the seminars, and the number of students being tutored in content areas increased from 308 in 1980-81 to 420 in 1981-82. Students who received tutoring had higher grades and retention rates than students who were selected for tutoring but did not receive it. The project report includes an overview, discusses the purpose and background of the project, and lists outcomes and impacts on faculty, students, and tutors. Extensive appendices include a sample of seminar topics, dissemination materials, and evaluation, budget, and descriptive reports. (KL)

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A Report on the TUTORIAL OUTREACH MODEL

for Reading and Writing Across the Curriculum

PROJECT DIRECTOR: Sandra C. Booher

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JC 820 449

Los Medanos College
July 15,1982

A REPORT ON THE TUTORIAL OUTREACH MODEL FOR READING AND WRITING ACROSS THE CURRICULUM AT LOS MEDANOS COLLEGE

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TABLE OF CONTENTS

REPORT

Executive Summary 1
- A. Project Overview 3
- B. Purpose 4
- C. Background 5
- D. Project Description 9
- E. Outcomes and Impacts 11
- F. Summary and Conclusions 18

Appendix A

Sample Schedule of Seminar Topics A1

Appendix B

Sample Notes from Seminar B1

Appendix C

Dissemination Materials C1

Appendix D

Presentation to the English Council of California Two-Year Colleges D1

Appendix E

Evaluation Report E1

Appendix F

Budget Report F1

EXECUTIVE SUMMARY

A REPORT ON THE TUTORIAL OUTREACH MODEL FOR READING AND WRITING ACROSS THE CURRICULUM AT LOS MEDANOS COLLEGE

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A. Project Overview

Los Medanos College is a small community college on the eastern edge of the San Francisco Bay Area. There are approximately 6,500 students enrolled, many of whom are part-time; the equivalent number of full-time students would be 3,300. In the fall of 1980, under a $78,038 grant from FIPSE, the college began a two-year project designed to train all of its full-time faculty in ways to supervise, direct and support peer tutors for reading and writing improvement within every discipline. A semester-length seminar was repeated for four different waves of instructors. These instructors selected their own tutors, who then enrolled in tutor-training classes offered by the Language Arts area. The goal was a three-pronged effort to assist students with poor skills: the content instructor, the language arts instructor and the skills tutor would combine forces to provide effective one-to-one help in every subject.

B. Purpose

The goal of this project was to sensitize and educate a critical mass of the faculty, resulting in improved classroom techniques and tutor supervision. The support of the faculty at large was necessary to make the tutorial program work as a successful alternative to tracking.

C. Background and Origins

Los Medanos College has an innovative and demanding general education program, as well as graduation requirements in reading, composition, and math, but the college has no entrance tests or academic tracks. Every instructor is, therefore, faced with mixed reading and writing levels in the classroom. Before the FIPSE seminar began, the college had already developed a successful reading and writing center that utilized trained student-tutors to work with all students who were enrolled in remedial reading and writing classes -- about 240 students each semester out of a total enrollment of 6,500. Most students who recognized their deficiencies and enrolled in remedial classes were benefited. However, attempts by instructors to encourage other students with poor reading and writing skills to use the center and its tutors were largely unsuccessful. Rather than revert to a track system, the college promoted the use of peer tutors for all classes across the curriculum to upgrade language skills in the courses the students elected to take.

These peer tutors and the language arts faculty training them soon learned that better cooperation and understanding with the regular classroom instructors was imperative. Classroom instructor, tutor trainer and tutor all needed to approach literacy remediation with similar assumptions and an appreciation of the others' problems.

D. Project Description

Each semester for four semesters, a new wave of instructors was recruited for the in-service seminar, which met for two hours each week. The seminar covered such topics as how to select a tutor, how to screen classes for literacy problems, and how to reinforce good reading and writing habits through appropriate classroom methods. Consultants addressed the seminar periodically concerning the causes and solutions of poor writing and thinking skills, but most sessions consisted of material presented by the faculty leader and subsequent sharing of reactions, problems, questions, and techniques on the part of the faculty themselves. Instructors were paid from the grant for seminar attendance, two hours each week, and for meeting with their tutors one hour each week. The tutors were paid out of college funds. Language arts faculty taught the seminar and tutor-training classes as a part of their regular teaching load.

E. Outcomes and Impacts

Seventy percent or 47 out of 67 of the full-time faculty took advantage of the seminar, with very favorable outcomes reported by them and their tutors. The number of students being tutored in the content areas went from 308 in 1980-81 to 420 in 1981-82, and their grades and retention rates were significantly higher than those for students who were selected for tutoring but did not receive it. There were 45-50 tutors hired each semester who benefited from the job experience and their tutor training classes.

"Reading and Writing in the Thinking Process" was one of eight criteria agreed upon in 1981 by faculty establishing new guidelines for courses to qualify for general education graduation requirements. Thus, seminar principles will be permanently built into the curriculum, as each course outline must stipulate how the criterion is being met.

The tutorial outreach model has been presented at numerous conferences and meetings, including one held at the college itself. Copies of the full report and notes from the seminar are available by writing or calling the project director.

F. Summary and Conclusions

A majority of our faculty are now trained to build more reading and writing into their classes, confident in their tutors' ability to coach students having problems with those assignments. The seminar has resulted in an institution-wide awareness of reading, writing, thinking and learning as class activities that reinforce one another and are inextricably bound together. This program remedies basic skill deficiencies where student motivation is highest -- in the classes that the students have selected. The program makes faculty members from all disciplines more responsible for reading and writing improvement, without imposing unfairly on their time or goals. FIPSE has provided the support to prove that this system is effective and can work for others.

A. PROJECT OVERVIEW

Community colleges share the problem of trying to present college level work to many students who cannot read and write well enough to profit fully from it. Because our college lacks a rigid tracking system, retention of students is often pitted against maintenance of standards. The problem: how can colleges raise literacy levels to the point at which students can handle real college work, without requiring students to endure isolating, often dead-end, remediation programs?

Los Medanos College (LMC) is a two-year community college on the eastern edge of the San Francisco Bay area. There are approximately 6,500 students enrolled, with approximately 3,300 full-time equivalents. The college has an innovative and demanding general education program, as well as graduation requirements in reading, composition, and math, but the college has no entrance tests or academic tracks. Every instructor is, therefore, faced with mixed reading and writing levels in the classroom. Attempts to recommend a reading or writing lab to students with poor skills have not been successful.

Rather than reverting to a track system, the college is promoting the use of peer tutors to upgrade language skills in the classes the students have elected to take. The tutors are selected by the instructors and trained by the language arts faculty. During the two-year grant period, four semester-length seminars were conducted to train subject-area instructors in the basics of how students can be taught to read and write more effectively and how these instructors can best direct, supervise, evaluate, and encourage the tutors who are assigned to work with deficient students in their discipline. Over two-thirds of the full-time faculty participated for the complete semester, with many of the remainder and numerous part-timers attending various individual sessions. The seminar met for two hours weekly.

This program remedies basic literacy skill deficiencies where student motivation is highest -- in the classes that the students have selected. The program makes faculty members from all disciplines more responsible for understanding the basics of learning theory as it applies to reading and writing. Further copies of this report, providing a full description of the project, are available by writing the director.

B. PURPOSE

"Reading and Writing **Across** the Curriculum" has become a popular phrase within the last ten years, as entire institutions have tried to address the most crucial educational issue facing colleges today -- how to maintain high academic standards while accepting more and more unprepared students. At the prestigious Cal Berkeley campus, Shakespeare scholars complain that their students -- the top 10% of California's high school graduates -- can't read the plays or write about them. At the California community colleges, free tuition and the open door policy, combined with a slow economy and a depressed job market, have led to growing enrollments of returning students and immigrants who want rapid access to higher paying jobs. These students share the classroom with recent high school graduates, providing a stimulating mixture of backgrounds, experiences and aspirations. Despite the variety, there is a disturbing commonality among these students - many are not able to read college texts or write college papers.

The literacy problems that show up are not simple ones that could be cured by a spelling workshop or vocabulary program on a computer screen. In a societal issues class at Los Medanos College, an instructor spent an office hour trying to get a student to formulate a problem with an ethical dimension:

> "The purpose of my paper is to individually explore the magnitude of physical and sexual child abuse." (first try)
>
> "The purpose of my paper is to ask the question: what are the origins of child abuse and why does it occur (and what should be done). (second try)
>
> "In this paper I will deal with asking the question: should abusive parents suffer the outcome of child abuse?" (third try)
>
> "What should be done with abusive parents?" (final try)

This student was fortunate to have a teacher who would take the time to go through this process with her. Faced with dozens of students with problems like this and worse -- much worse, -- most faculty are forced to look for other ways to relieve the pressure. The result: a downward spiral of dropouts (40% is common in community colleges), burn-outs (faculty members who begin to look at teaching as an unpleasant sideline), grade inflation,

B. PURPOSE (con't)

"Scantronism", and huge remediation programs full of minority students who never seem to make it into the mainstream.

The recognition that literacy is every educator's business, and that all programs suffer when students can't read and write well, has led to a "reading and writing across the curriculum" surge at many schools. English faculty have successfully **argued** that they simply cannot stem the tide of "mal-literacy" alone, **particularly** if their colleagues from other disciplines retreat into machine-scored multiple choice exams and lecturing around the books the students can't read. An institution-wide assault on the problem is necessary, enlisting the cooperation of all faculty to assign goodly amounts of reading and writing, followed by an active interest in the results.

Many schools use writing centers to assist students who are learning how to structure, develop and edit their papers in different disciplines. Los Medanos College has made an effort to extend this center out into the classrooms through the use of peer tutors. The purpose of this project was to train faculty members across the curriculum in ways to successfully direct these peer tutors and to support their efforts through effective classroom techniques.

C. BACKGROUND OF THE LOS MEDANOS COLLEGE MODEL

Los Medanos College, through its general education and governance model, has always tried to teach and to exemplify the unity of knowledge. A significant aspect of this emphasis on unity is that the college imposes no entrance testing or tracking upon new students, and consequently has no large remediation center. Skills-deficient students are mainstreamed as much as possible, and faculty do their best with all comers. Stringent exit requirements stipulating that the student demonstrate proficiency in reading, writing, and math, by course or by exam, work as a "quality control" for graduates and an incentive for students to master these skills early.

This system has surprised many outsiders by being as effective in placement and retention as any comparable system in the state. Transfer students perform as well as students from schools with rigid tracking systems, and the drop-out rate is at the state-wide average for California community colleges. Faculty accept their unprepared students with the same degree of resignation and frustration as faculty elsewhere, where very often the students who are tracked into remedial English because they can't read and write are encouraged to take astronomy, economics, and auto repair. Although faculty in most areas of the college, with some exceptions, feel that they are no worse off without tracking and indeed prefer the diversity and opportunity provided by open enrollments, a major problem exists: Across the curriculum in every class from accounting to welding, faculty report that a good one-third of the students have difficulty with their reading and writing assignments. These students will not voluntarily seek help by registering for an additional language arts class; one suspects that beneath the common explanation that their schedules wouldn't permit it rests a deep-seated fear brought on by years of humiliating experiences in English classes. The majority of these students are perfectly capable but simply have never been taught how to put a paper together or how to prepare for an essay exam.

The problem came to a head at our college in 1978 when one of the vocational instructors suggested that the exit exam for reading and writing proficiency was too academic for students going into a trade, and that the same standards should not be applied to associate degree students and vocational certificate students alike. This brought on a position paper that the standards should not be different and a subsequent college-wide discussion about the reading and writing levels of our students, what should be done and who should do it. The vocational instructors maintained that they knew best the kinds of writing and the level of ability required in their fields. The language arts faculty agreed with them, proposed jointly developing exit tests with them, and expressed further that all faculty should take more responsibility for setting standards in literacy and helping students achieve them.

But how could this be done? Even though most content teachers felt a commitment to students needing assistance, they had neither the time nor the expertise to provide that assistance. These two barriers -- faculty time and expertise -- are at the heart of most resistance to across the curriculum literacy improvement. A grant from the Fund for the Improvement of Postsecondary Education helped our college develop and refine a model for overcoming these two obstacles.

C. BACKGROUND OF THE LOS MEDANOS COLLEGE MODEL (con't)

Time -- The first objection content teachers expressed when asked if they would provide more help with reading and writing problems was "I don't have time." This was not an excuse but a fact of life for instructors who have so much material to cover, so many papers to correct, so many meetings to attend and so many students to help. There isn't enough time in class, and there isn't enough time out of class. In class, the content shouldn't be "watered down" with discussions of how to write a paper or job order. Out of class, office hours cannot be consumed by a multitude of students who should "go take an English course." These truisms came up again and again in the discussion:

1. Instructors are too busy to spend the time needed outside of class providing one-to-one assistance to students who can't do their assignments.
2. Instructors prefer to teach their content and leave the reading-writing instruction to someone else trained in the area.
3. However, language arts faculty felt strongly that adult learners will improve in literacy more quickly and efficiently if they are using those skills in the disciplines themselves where the skills are put to practical application in areas where students see the relationship between reading, writing, learning, and their success in college.

When these apparently conflicting factors were looked at together, one solution emerged: if someone in that classroom should work on literacy on a one-to-one basis with the students who need it, and that someone is not the instructor, it has to be an aide or another student. Indeed, the best aide for this purpose would be another student who could engage those needing help in collaborative learning. Such an aide or tutor would need to be trained in questioning strategies, in ways of eliciting responses from peers and guiding their choices in order to develop reading, writing and learning skills, rather than simply providing answers or drilling on information. Since our reading and writing center in Language Arts used tutors for this same purpose already -- under supervision of the instructor to question, encourage, reward and guide other students -- it was a short step to extend this sort of skills tutoring into the content areas. Thus, in 1979, faculty in areas such as welding and psychology began selecting their own tutors, who were trained by the Language Arts faculty in tutor-training classes. The tutors were hired hourly out of college funds to diagnose and remediate reading and writing difficulties for individual students, using the content instructor's text and assignments. The content faculty selected the students who would benefit from tutoring and made arrangements for these students to work with the tutor outside of, and in some cases inside, the classroom. This system provided one-to-one assistance without a large time commitment for the instructor. In fact, instructors reported being relieved of lengthy office sessions with students having problems.

Training -- The second barrier to "across the curriculum" instruction is that most college faculty have advanced degrees in their fields and no training at all in how to teach "the new student," much less how to teach reading and writing within their disciplines to "the new student".

Originally, the language arts faculty who were interested in promoting the tutorial program believed that this difficulty could also be overcome by the use of tutors, that as long as the tutor knew what to do, the content faculty member could remain at a safe distance without any obligation to follow the tutor's work with the students very closely. This proved to be a fallacy, with the following unhappy consequences:

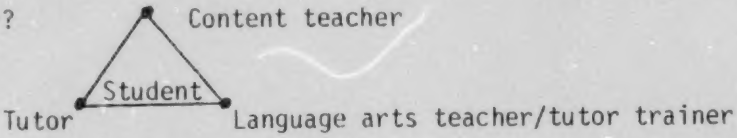
1. Some content instructors referred as many as twenty-five students for the same tutor to work with inside a 10-hour maximum work week.
2. Many of the students referred had learning disabilities, emotional problems, or skill levels so low that no amount of tutoring could provide any remedy.
3. Some tutors complained in the tutor-training class that their instructors were asking them to grade tests and perform clerical duties rather than work individually with students.
4. Some tutors complained that their instructors were not providing students with opportunities for multiple drafts and were in fact making assignments and giving explanations that were in direct conflict with techniques being taught in the tutor-training class. In essence, the tutors felt that they had two masters, each telling them to take the students in a different direction.
5. Some of the tutors demonstrated in the tutor-training class that they had poor interpersonal skills and poor work habits. Apparently the instructors selecting them were using expertise in the subject area as the only criterion for recommendation.

It was clear that the content faculty needed to be systematically included in the process, so that the bond of language arts teacher, tutor, and content teacher could be strengthened around similar assumptions and understandings. The content teacher needed a grasp of the principles being presented in the tutor-training class and a better sense of how to

C. BACKGROUND OF THE LOS MEDANOS COLLEGE MODEL (con't)

direct and support the tutor. The **language** arts teacher needed a better understanding of the concerns of the content teacher. This could not be accomplished in a one-day workshop, but rather required extended development with regular meetings over a sustained period. The Fund supported this training period in an effort to reach a "critical mass" of the instructors and consequently to determine whether a promising system like this could work for us and for others.

In a nutshell, the concept being tried was this: can you remediate adults quickly and effectively in a traditional college classroom through the joint effort of classroom instructor, tutor and language arts tutor trainer?



If this "triangle of practical skills mastery" is to work, communication levels on all sides must be established and maintained.

D. PROJECT DESCRIPTION

The general plan called for a semester-length seminar to be offered two hours per week for instructors working with tutors. The seminar was taught as part of the load of two excellent language arts faculty members who had spearheaded the tutorial program. It was repeated each semester for four semesters so that all full-time faculty members would have the opportunity to participate. Faculty were rewarded by grant-funded pay for seminar attendance and time spent consulting with their tutors (about $18 per hour), but probably the most attractive incentive was "first dibs" on a college-funded tutor of their own choice to work with their classes.

The grant director, who was also the Dean of Language Arts and Humanities, worked closely with the college president and other deans to insure that faculty were encouraged as much as possible to "schedule in the FIPSE seminar". Our goal was for every single full-time faculty member to participate. Although there were some areas where we did not succeed very well, particularly physical education, we did finish the second year with over two-thirds of the full-time staff having attended a semester-length seminar. Four slots left over were provided to long-term part-time personnel --

D. PROJECT DESCRIPTION (con't)

faculty who had taught two or three classes each semester for several years. Also, support staff such as the paraprofessionals from the reading-writing lab, math lab, nursing and science lab were invited to attend, although not for pay. Additional full and part-time faculty attended individual sessions. The following shows the number attending for the complete semester and the areas represented:

Fall, 1980

Participants	Curriculum Area
10 faculty	biology, appliance repair, language arts, art, accounting, history, psychology, early childhood development

Spring, 1981

Participants	Curriculum Area
10 faculty	welding, language arts, library science, music, business, physical education, administration of justice, early childhood development

Fall, 1981

Participants	Curriculum Area
18 faculty 3 paraprofessionals 1 dean (Social Science)	math, nursing, welding, language arts, music, philosophy, history, economics, social science, library science, anthropology, psychology, early childhood development

Spring, 1982

Participants	Curriculum Area
11 faculty 1 paraprofessional (2 language arts instructors as seminar leaders and dean of language arts and humanities)	nursing, chemistry, math, biology, speech, music, library science, business

Forty-seven full-time faculty out of a college total of sixty-seven or 70% participated, plus four part-timers, four paraprofessionals and two deans.

In addition to coming to the seminar two hours each week, faculty were paid to meet with their tutors one hour per week, and language arts faculty were also compensated for individual meetings with content instructors to discuss questions and problems around students being tutored, or new techniques being tried. These meetings were reported to the project director on a form asking:

D. PROJECT DESCRIPTION (con't)

a) What the problem was, and b) what remedies were being tried.

Consultants were brought in to address the seminar on such topics as the multiple purposes of writing, how to use small groups for writing development and revision in the classroom, and the special needs of learning disabled, non-native speakers, black, and bilingual Hispanic students. For the most part, the seminars consisted of a brief presentation by the leader, followed by a great deal of lively discussion and interchange on the part of the faculty. Although the consultants were helpful and usually rated highly at each end-of-semester seminar evaluation, most faculty seemed "turned on" far more by 1) a brief abstract proposition about literacy training, 2) a few brief suggestions about how to implement this in the classroom or through the tutor, and 3) a lot of talk about specific incidents, problems, and observations the faculty wanted to share with each other about the theme at hand.

Beginning with the second semester of the seminar, we began taking notes of each session and circulating these notes among the entire faculty, the deans and the president. The note-taking function was rotated around the seminar, and the grant paid for typing and reproduction. A representative collection of these notes from various sessions is included in the appendix, along with a sample schedule of topics. The notes provide an accurate summary of the kinds of information discussed, but a true taste of the seminars themselves could only be conveyed by witnessing the absorption and involvement of teachers from such disparate fields talking about teaching.

E. OUTCOMES AND IMPACTS

This project has had a dramatic effect on the faculty, the tutors, the institution -- and most important, the students. The report of the outside evaluators included in the appendix provides information on student grades, faculty reaction, and tutor responses. Some developments warrant special mention here:

1) Effects on the Institution

A key to the success of this model is the general cooperation of the content instructor, and the single most crucial function of that instructor is a thoughtful and timely screening procedure at the beginning of the semester to select the students who are to be tutored. This is in effect an intake testing process with a difference - the point is not to screen students out of the class, but to select students who will need help to stay in the class. And it is important to catch these students early, before they become discouraged and disappear. They need to be told what kind of support will be provided for them and what kind of commitment it will take on their part.

One of the most significant seminar sessions covered how to construct such an exam, and the fine tuning of various exams that the instructors brought in. Most of the exams consisted of a short reading passage followed by questions to be answered in writing. Tests from such areas as nursing, history, and retail sales were checked against these prerequisites for good screening questions:

- Does the test reflect a balance between reading and writing?
- Is it efficient? Is its purpose clear?
- Can it be given in class?
- Do the questions progress from simple to complex?
- Do the reading questions actually rely on the reading or could the student answer them from his/her own incidental knowledge?

The development of these tests, course by course, has fostered an institution-wide introspection about exactly what is college level work. How much do standards vary from one discipline to the next, or one instructor to the next? Is there consensus college-wide about what is acceptable and and what isn't? In learning that other faculty, regardless of their discipline, are pretty much "coming from the same place," faculty become more confident about applying standards, being firm with students who need tutoring, and asking for help and advice from each other.

As a result of running into the same kind of testing and the same message from several instructors, and not just the English teacher, students learn that there is nowhere to run away from their reading and writing problems, and furthermore, the instructors prefer if at all possible for these students to hang in there with a tutor and solve those problems. The instructors, now convinced that mastery of material and mastery of skills go hand in hand, have constructed an institution-wide net of support that is personal, direct and inescapable for skills-deficient students.

E. OUTCOMES AND IMPACTS (con't)

As a result of the seminar and statewide pressure to apply entrance testing, we expect the threads in that net to draw tighter in the coming years. There is now discussion about introducing a position paper for college-wide consideration that would make testing and tutoring mandatory in every general education course and vocational program. Some vocational areas have already taken steps along these lines -- students who need literacy tutoring and do not take advantage of it will be dropped from the program this fall. It may be that the college as a whole will choose this stringent course of action.

A further profound effect of the seminar has been the infusion of its basic principles into another college-wide endeavor begun this past year -- the revision of our general education courses. Under a grant from the National Endowment for the Humanities, the faculty and administration have taken on the task of defining what the criteria should be for a course to qualify as general education, thereby meeting a graduation requirement. The criteria took a semester's worth of meetings to establish, and courses are now being rewritten to satisfy those criteria. Because so many faculty were familiar with concepts from the reading-writing seminar, the following criterion survived as one of eight requirements for a course to be labeled as general education. Each course must show in its course outline that this is accomplished:

> Criterion
>
> Does the course provide opportunities for learners to develop higher cognitive skills through reading and writing?
>
> Narrative Expansion
>
> Tier I courses will demand the intellectual processes of analysis and synthesis, of comprehending relationships and establishing new ones. In order for learners to be able to organize facts and ideas into a meaningful framework, and in order for new facts and ideas to become integrated with personal experience, a Tier I course should require a significant amount of reading and writing appropriate to the discipline. Writing, in particular, should be used to develop thinking and to promote learning, rather than simply serving in its traditional role as evaluation instrument to measure student progress. Reading assignments should serve a similar function and this should be viewed as information, concepts, and ideas to be intellectually processed, rather than memorized.

E. OUTCOMES AND IMPACTS (con't)

Illustrations and Examples

> In addition to, or in place of, traditional papers and lab reports, students should learn to use writing as a way to solve problems, to come up with new ideas, to record insights or areas of misunderstanding for themselves as well as their instructors. This can be done through journals, logs, and occasional brief in-class writing periods, as well as through more traditional writing assignments. Students should view class reading assignments as examples of the processing of information and thus, in addition to "learning facts," might inquire into the manner of their presentation (e.g. the simple statement, "Columbus discovered America," should be examined for its implications). This will help students gain competency in reading and increase their flexibility of thought.

Workshops will go on next year to help faculty weave this criterion into their course outlines in ways that are practical to the discipline. Thus the institution continues to build in and build upon the work of the original literacy project. Publicity about our remarkable general education program will continue to focus attention on the importance of cross-curriculum reading and writing responsibility.

Another institutional change has been the evolution of mini-tutorial programs in specialized settings in the college. For example, the nursing staff liked the collaborative learning idea so much for reading and writing that they now require the second year students, as part of their leadership training, to work with groups of first-year RN, LVN, and emergency trainees, so that every student in the program is either a tutor or a tutee. The tutors check out the tutees in what are called "return demonstrations" of basic nursing skills, such as taking blood pressures. The tutee must perform the skill and explain the rationale behind it. The program leader reports that this has been very successful in building group esprit, but most important, that everyone involved -- especially the advanced students -- have learned that it's "OK not to know all the answers". This lesson is learned as the group begins to focus less on their own perfection and more on where to find the information they need.

In the welding area, faculty were somewhat frustrated by the fact that their tutors kept getting hired out from under them during the middle of the semester. No one could blame these excellent students for taking the high-paying off-campus jobs being offered them. However, the proportion of very poor readers and writers was also high in these classes, and these were the students who were least likely to volunteer for an English class, or to be forced into one. The solution: a retired steelworker who had tutored for the Language Arts Reading and Writing Center was hired on a regular basis to tutor for all the "hard-tec" areas. Over several semesters, he has developed all kinds of job-related assignments, vocabulary worksheets, resume worksheets, and so on. His office is right next to the tool room, so faculty can send students to him during lab time as a regular part of the class! Peer-tutoring that is not centered on reading and writing; reading and writing tutoring that is not performed by peers -- when you have an idea that excites people, they will bend it to their own purpose. Because their programs benefit, the institution also benefits.

2) Effects on the Faculty

In their evaluation responses (see appendix), faculty have spoken for themselves about how the project has affected their teaching. For many, new practices were introduced for classroom use that may do more good than all the tutoring in the world. Many will also testify that the tutor has provided them with ideas, suggestions and an invaluable sounding board during their weekly meetings.

Sitting in on such a meeting, you will hear the tutor report on how the students are doing, who is coming for tutoring and who isn't, what works and what doesn't. You will hear the instructor offer direction and advice, then ask for suggestions about what can be done in class to prepare everyone for an upcoming test. The tutor pulls out some chapter preview sheets she got in the tutor training class; she talks about how much they help her with her own studying. Together, they decide to reproduce enough of these sheets for the whole class, and the tutor agrees to be present while the teacher goes over them with everyone. In this way, collaborative learning also becomes collaborative teaching.

3) Effects on the Tutors

If any one group could be measured in terms of the fastest academic and personal growth in the shortest period, it is certainly the tutors. This is no insubstantial by-product of the tutorial program, because in sheer numbers alone they are quite an impressive group -- between forty and fifty each semester. Their tutor-training classes and comfortable home base in the language arts area provide security, confidence, improvement in their own skills, and an unbelievable sense

3) Effects on the Tutors

of mission and dedication to the educational process. Tutoring is a very humbling and at the same time a very validating experience. It provides a powerful sense of worth which catapults these students into higher degrees, elected office (such as the local school board) and challenging careers. The pay is important ($5.06 per hour as classified aides), but the skills and confidence attained are much more valuable.

4) Effects on the Students

The indirect benefits of a college-wide focus on reading and writing improvement and of increased faculty awareness and commitment on this issue will certainly have an impact on students for many years. The real question is, does tutoring work in the content areas to remediate reading and writing deficiencies? Through the project, evaluators have collected information about the performance of students who showed in initial class testing that they needed help. Those who were tutored had significantly higher grades than those who opted not to be tutored. (See appendix.) The greatest problem that we have yet to solve is what to do with a) students who need tutoring but won't show up for it, and b) students who have emotional or academic problems so severe that tutoring won't help. What we have done with the "b" group is instructor referral to remedial courses and adult education, but this is an admittedly difficult shuffle after the semester has begun. The "a" group may soon face the choice of working with the tutor or dropping the class -- these matters are yet to be resolved.

Whether or not we are really improving retention and standards will take a long-range assessment process to determine. The faculty feel that we are, but we badly need a more systematic way of looking at it. To attain more reliable data, the college plans to conceive a comprehensive evaluation proposal during 1982-83 to be implemented in 1983-84. This will be in keeping with a key recommendation of our 1982 accreditation team, from their preliminary report:

> "Diverse procedures to determine whether programs such as AVANCE, BLAST, Women's Re-entry, and especially the exciting literacy-across-disciplines (FIPSE) have had and will continue to have a lasting impact."

5) Dissemination Beyond the College

The project director and language arts instructors involved in the project have devoted considerable effort to attend as many national, state-wide and regional meetings as possible to provide information about the model and to borrow helpful aspects of other programs.

The most valuable message brought back from meetings of the International Reading Association, the 4 C's, and critical thinking conferences is the importance of the tutor in conjunction with the development of reasoning skills, and how Piagetian methods can be applied to college reading and thinking skills.

For our part, we made presentations to the English Council of California Two-Year Colleges meeting in San Francisco (see appendix for text of paper) and to the Western College Reading Association meeting in San Diego. For the San Diego session, we sent four participants: the seminar leader, the tutor coordinator, an economics instructor, and his content tutor. This team approach generated a great deal of enthusiasm and interest in the model.

In the spring of 1982, the college hosted an all-day meeting of the California Community College Tutoring Association with visitors representing a considerable number of local two-year and four-year colleges. Visitors heard presentations by the tutors and the tutor-training staff in the morning and attended one of the tutor-training classes and the FIPSE seminar in the afternoon.

Newspaper articles in the local Pittsburg Dispatch and Oakland Tribune have informed the community of our work, and notes from the seminar have been distributed to the many visiting faculty groups who have come to see the program. Our much larger neighbor, Diablo Valley College, was so interested in the notes from one session that they were reproduced (with permission) in DVC's faculty senate newsletter! (See appendix on dissemination). These notes were prepared by a welding instructor from a consultant's presentation on the use of focused, free writing.

E. OUTCOMES AND IMPACTS (con't)

5) Dissemination Beyond the College

Requests for information and for speakers continue to come in. The reading-writing center supervisor, Vickie Allison, and the "hard-tec" tutor, Bill Branson, recently stole the show on an NBC radio panel about what the colleges are doing to prepare people for the working world. Ross MacDonald, a tutor trainer, and seminar director, has been asked to speak in the fall at Bakersfield College, a large community college to the south of us.

We are also preparing for extensive distribution of this report, copies of which are available by writing to the director, and no doubt further opportunities for publication will arise.

F. SUMMARY AND CONCLUSIONS

In a 1980 Community and Junior College Journal, researchers John Roueche and Nancy Arnes report from their studies at the University of Texas that "more than half of the students now entering the community college read below the eighth grade level, a decline of at least two grade levels since 1971." They also report that 20-25% of these new college students are reading at or below the 4th grade level, and that the return rate of minority students to community colleges after one year is only 1 in 9.

The solutions of tracking and remediation centers have failed to match the magnitude of this problem. Economics alone dictate thay many unprepared students will enter the general college classroom; most community college faculty are ethically committed in any case to work with students of all stripes, and not just the best and the brightest. Our model provides a way to incorporate remediation so that it is fast, direct, and humane. The use of peer tutors is as valuable to the tutors as it is the tutees, and the seminar for faculty supervisors provides a non-threatening forum for teachers to discuss the one topic that so rarely comes up in faculty meetings -- how to teach.

Addressing the literacy problems in today's college will take a unified, systematic response from the whole college to see that reading and writing

F. SUMMARY AND CONCLUSIONS (con't)

are indeed part of the learning process; these skills must be integrated and reinforced in every course. If the "back to basics" movement is not to result in punitive and inefficient exercise mills, the colleges will have to find an alternative based on a unified commitment to help, based on shared philosophical premises underlying the methods used, and based on a practical and financially feasible system for spreading assistance across the disciplines. The model of in-service training for faculty supervising content tutors provides such a system.

APPENDIX A

SAMPLE SCHEDULE OF SEMINAR TOPICS

TENTATIVE* FIPSE SCHEDULE

			Notetaker	Alternate
September 15	Week 1	What to look for in a tutor	T. Gallup	C. Williams
September 22	Week 2	What the tutor needs from you	D. Henry	H. Shaffer
September 29	Week 3	Diagnosing reading and writing skills	C. Missimer	G. Rodriguez
October 6	Week 4	Three levels of reading comprehension. Modeling reading strategies/questioning strategies	V. Allison	P. Peterson
October 13	Week 5	Modeling note-taking (Judy Bank)	E. Boies	R. Ontiveros
October 20	Week 6	In-class writing as a learning tool (Consultant: M. Griffith)	G. Boucher	A. Ochoa
October 27	Week 7	Steps in composing process (Sandy Booher)	B. Brown	C. Missimer
November 3	Week 8	Devising mid-terms and preparing students for them (Ross MacDonald)	C. Case	B. Marshall
November 10	Week 9	Group dynamics - benefits of group work for revising & editing (Consultant: Mary K. Healy)	E. Cecchini	J. Maltester
November 17	Week 10	Working with Black students (Thelma and Alex)	N. Collins	T. Kishi
November 24	Week 11	Working with Hispanic students (Gil and Ricardo)	N. Haggerty	S. Johnson
December 1	Week 12	Praise -vs- encouragement	S. Jacobs	D. Henry
December 8	Week 13	Thinking skills: key words, key sentences	S. Johnson	N. Haggerty
December 15	Week 14	Learning disabilities (N. Collins)	T. Kishi	T. Gallup
January 5	Week 15	Structure of the Intellect	J. Maltester	S. Jacobs
January 12	Week 16	Summary and evaluation	B. Marshall	N. Collins

*Tentative because (1) we are bringing back consultants for some of the presentations and not all dates are confirmed and (2) the logic of the moment may exceed the logic of the over-view.

APPENDIX B

SAMPLE NOTES FROM SEMINAR

LOS MEDANOS COLLEGE

JOHN I. CARHART
President

18 September 1981

Dear Staff:

Attached are notes from the FIPSE Seminar on Effective Utilization of Tutors. Through the distribution of these notes and accompanying hand-outs, you can read about what happens in the seminar and perhaps benefit from it. I call these notes because that's just what they are; each week a different participant takes notes of the session for publication. Additional copies of hand-outs are available in the Reading/Writing Center on the second level.

Ross MacDonald
Seminar Leader

RM:dd

2700 East Leland Road
Pittsburg, California 94565
Phone (415) 439-2181
(From Concord area 798-3500)

CONTRA COSTA COMMUNITY COLLEGE DISTRICT

CONTENTS - A COLLECTION OF NOTES AND HANDOUTS
FROM FOUR SIMILAR FACULTY SEMINARS,
In the Following Order:

1 Orientation

...Who Should Be Tutored
...What to Look for in a Tutor
...Schedule of Topics

2 The Instructor/Tutor Relationship

...The Instructor's Role
...The Tutor's Role

3 Identifying Students

...The Screening Device
...Typical Skills to Check for in the Screening
...Examples of Screening Devices

4 Getting the Most from Text Reading and Lectures

...Readability Checklist for Texts
...Lecture Notetaking
...Previewing, Reading, Reviewing
...Three Levels of Comprehension
...Two Examples of Seminar Notes -- Verbatim

5 Writing the Essay and Writing as a Learning Tool

...Steps in the Composing Process of an Essay
...A Formula for Organizing the Essay
...Writing as a Learning Tool

6 Test Taking Skills

...Objective Tests
...Essay Exams
...Test Anxiety
...What Tutors Need From Instructors to Help Struggling Students pass Tests

7 Dysfunctional Tutee Styles

8 Improving Reading and Writing Skills for Ethnic Groups

...Black Students
...Raza/Hispanic Students
...ESL (English as a Second Language)

9 Learning Disabilities

10 Structure of the Intellect

...A Review of the National Conference, New Orleans, 1981
...Learning Blocks

11 Evaluation of FIPSE

...Notes on a FIPSE Evaluation Seminar

1 ORIENTATION

...Who Should be Tutored

...What to Look for in a Tutor

...Schedule of Topics

Who Should be Tutored

The instructor is a key figure in targeting students with weaknesses that will prevent them from reading and writing at an adequate level to succeed with class work. A brief diagnostic test administered by instructors at the beginning of the semester is the way to determine reading and writing deficiencies. Refer to section 3, "Identifying Students", for information on diagnostic testing (screening). There are three basic types of students:

1. Those who will not succeed no matter what.
2. Those who will succeed no matter what.
3. Those in between.

Those in between are the students who need tutoring. They fall into two general groups:

1. The Rusties who are able to be independent, and usually, a limited number of tutoring sessions will benefit them.
2. The Tearful and Restless who have limited basic skills and whose reading and writing is below proficiency level. This group will require intensive tutoring.

There are some students who should not be tutored. They are those with skill deficiencies who, because of specific problems, are not good candidates for tutoring. They fall into five general groups:

1. The very skilled but undisciplined.
2. Those with potential emotional difficulties.
3. Those with low-level education--may need referral to Adult Basic Education on campus.

4. Those with a significant language barrier--may need referral to ESL (English as a Second Language).

5. Those with learning disabilities--should be referred to LMC's learning disability specialist. For more on this topic see section #10, "Learning Disabilities".

Whom to Look for in a Tutor

Those students with potential for becoming effective tutors share three basic characteristics:

1. Motivation--they spark in class and are interested in the subject matter.
2. Demonstrate good reading/writing skills--can integrate knowledge.
3. Interpersonal communication skills--they relate positively with other students in an accepting way.

The third characteristic is the most important. A "B" student who is a skilled interpersonal communicator is preferable to an "A" student who is not a skilled communicator.

A student being considered as a tutor must have the time to devote to tutoring and the willingness to persevere through an entire semester. Beware of an already over-burdened tutor, or a tutor with too many outside commitments.

Tutors must be selected by a specified deadline that is early enough in the semester for them to be enrolled in the mandatory tutor training class. It is also important that students in need of tutoring begin receiving help as soon as possible.

Schedule of Topics

A schedule of topics was distributed at the orientation meeting. With only slight modifications the schedule followed the same pattern for each of the four semesters during which the seminars were held.

2 THE INSTRUCTOR/TUTOR RELATIONSHIP

...The Instructor's Role

...The Tutor's Role

The Instructor's Role and Responsibilities

In order for tutors to work most effectively with struggling students, the supervising teachers must have a clear idea of what this tutoring function is and how it affects their teaching behavior and classroom management.

Tutors are required to be enrolled in tutor training classes so it is not the responsibility of instructors in other disciplines to teach tutoring skills and methods. It is the responsibility of instructors to provide tutors with information pertinent to each tutee's needs and with the course requirements. See "Course Information Form" used by LMC faculty at the end of this section.

What Tutors Need from Faculty

1. To have regular, scheduled contact with instructors.
2. To be current on course content and procedures--completed Course Information Form.
3. To be informed about instructors' discussions with tutees (to the degree that it's relevant to the tutoring.)
4. To be provided with **appropriate** background on tutee.
5. To have discussions with instructors to monitor tutees' progress.
6. To be remended of the relationship of reading and

writing skills to performance in content area. Don't have tutor circumvent reading requirements by simply explaining concepts. Tutor should help the student learn to recognize key ideas in the text.

7. Praise when deserved. Tutors tend to be overachievers with heightened sense of failures rather than successes--they tend to focus on areas they need to "work on". Help them keep a proper perspective.

8. To have on-going, honest assessment of their performance.

9. To have support--an attentive ear to their difficulties, successes, and failures. Tutors will tend to use your discussions with them as models for their tutoring sessions. (So use careful questioning and listening.)

10. To be helped from time to time in devising tutoring strategies for specific situations.

11. Make tutors aware of the limits of what is expected of them in tutoring situations--they should not have to deal with bizarre behavior, unrealistic time demands, etc.

12. Communication about what is expected from the class, especially the tutees. Evaluation of progress of tutees during weekly instructor/tutor meetings

Instructors who used tutors were paid from FIPSE funds for one hour per week spent meeting with tutors. How this will be handled in the future has not been determined.

The Tutor's Role and Responsibilities

Tutors do not do the tutees' homework; they help the struggling students develop the skills needed to do the reading and writing required for the course; ie., how to find the main idea of a paragraph or a chapter, how to develop vocabulary from context, skimming, writing a coherent paragraph, etc. Tutors do not assign homework.

LMC uses peer-tutors who are taught in tutor training classes how to help tutees understand the learning process--they do not teach content. The most difficult thing for a tutor to learn is to ask probing questions instead of giving answers.

Tutor qualifications include: knowledge of subject matter --tutor must be recommended or approved by the subject instructor, and preferably has successfully completed the class with that instructor; demonstrated ability in reading and writing skills, successfully completed or be currently enrolled in the tutor training class; must be able to work with students from different backgrounds, gender, and learning styles; must be able to communicate ideas effectively.

Tutor's Tasks and Responsibilities

1. Together with tutor coordinator (a paraprofessional who supervises the Language Arts Tutorial Lab) and course instructor, discuss skills needs of the particular course and the specific materials.

2. With tutor coordinator, design individual study programs for those students who are to be tutored, determine when to tutor in small groups and when individual sessions are needed.

3. Set up weekly tutoring schedule for each tutee and time and place of each session.

4. Know what the instructor is covering in class and what assignments and tests are coming up.

5. Have necessary course materials for each session; obtain any supplementary skills materials from the tutor coordinator.

6. Fully document each tutoring session in journal form: date, length of session, what was covered, what was accomplished, evaluation of session, what

is to be done next session. Future plans ideas are often difficult for tutors to develop, but planning for future sessions provides tutee with a sense that this one assignment is only part of the big picture--it also marks a starting point for the next session.

7. Meet regularly with class instructor to discuss the tutoring sessions and evaluate the student's progress.

8. Bring any problems to the tutor coordinator or the class instructor.

9. Assist tutees in "finding" material rather than telling them what to do--sessions with tutees should be process oriented; e.g., use questions such as "where in your reading did you lose thread of the idea?"

10. Be clear on expectations and job description. Sometimes tutors take on responsibility for something that they should not be concerned with; e.g., a tutee's shyness.

Note: At the end of this section there is an example of how one tutor filled in an "Analysis of Tutoring Form".

Some Questions Raised by Seminar Participants:

1. Do students have problems with peer tutors--are they seen as teacher's pets?

   Responses: Depends on how tutor is presented to class.
   Depends on personality of tutor.
   Problem usually lies in tutee's perception of self; e.g., s/he may see self as stupid, thus, the instructor will need to explain why accepting tutor help is being smart.

2. How do I not drive student away from tutoring experience?

   Responses: Vocational Education area makes seeing a tutor a "have to".
   Clarify for student the difference between skills and abilities.

3. How are tutoring sessions organized physically?

   Responses: Tuteеs sign in with tutor 24 hours before at the Language Arts lab. Tutor and tutee work in the lab, learning center (library) or other location that is mutually agreeable and will facilitate the learning process. (Home sessions are discouraged and allowed only under very unusual circumstances.)

Bring tutor into class to introduce, have tutor circulate and ask students if they are interested in being tutored, then set up time.

Tutors are not paid for no-shows. Tutees are expected to advise tutors if they must cancel an appointment--messages may be left with the tutor coordinator.

4. How intense should push to get tutoring be?

Responses: Not legal to require it.

Make clear that the outcome of being tutored is almost always of benefit to the student. Encourage, show need, use dynamics of situation to impress students with need for tutor.

All instructors should alert students--stereo effect--if they hear it at different times and from different instructors the idea takes hold. (Included in a later section is a letter from a student who resented that she was not told until her fourth semester at LMC that she needed tutoring to improve her skills.)

Vocational Education instructors are pushy without being insulting--they impress on students that industry asks for skilled people.

Questions and responses will not be included in other sections of this monograph, but they were inserted here to give readers an indication of the dynamic nature of the interaction that occurred during the FIPSE seminars.

Copies of the "Analysis of Tutoring Form" were distributed and the instructors were advised that the tutors had received (in tutor training class) the following pointers about how to fill in the form: Be specific on clearly observable data--pinpoint behaviors. Get help from instructors with detailing future plans. Ask tutees direct questions; e.g., "What is thesis?" "What materials are relevant to point being made?"

An excerpt from an article by Neil Fiore, Ph.D., "On Not Doing a Student's Homework" was also distributed to seminar participants as an example of material presented in tutor training classes. A copy of this excerpt is included at the end of this section.

LOS MEDANOS COLLEGE NAME ______________________________

COURSE INFORMATION FORM

1. Instructor's name ______________________________
2. Name of course this instructor teaches ______________________________
3. What is the most important source of information in the class (lecture, textbook, etc.)? ______________ ______________
4. Are there sources of information you will need to consult or study besides the book and lecture (handouts, material on reserve, etc.)?

   ____

5. What are the reading assignments? ______________________________

   Length? ______________ Due date? ______________

6. Are there any papers due? ______________________________

   How long should they be? ______________________________

   What kind of research will they require? ______________________________

7. Are there any special projects and assignments to complete? ______________

   What are they? ______________________________

   Due dates? ______________________________

8. When will the exams be given? ______________________________

   What kind of exams will be given? ______________________________

   What material will they cover? ______________________________

9. What is the attendance policy? ______________________________
10. What will your grade be based on (class attendance, class participation, exams, homework, etc.)? ______________ ______________

    ____

11. Is there outside help available besides the professor to understand the class? (Does your instructor have a tutor?) ______________________________
12. Is there any other information that may be helpful to know? Example: gestures instructor makes in class to let you know what is important for a text. ______________________________

    ____

    ____

jl (10-15-80)

LOS MEDANOS COLLEGE

ADVANCED TUTOR TRAINING

Ross MacDonald

ANALYSIS OF TUTORING FORM

Your name: ______________________ Date: ____________________

OBSERVATION	When asked about her chosen topic for a Hum. St. 2TG paper, student said, "I'm going to write on nuclear war." When asked what about war, said, "You know, how it's destructive and everything."
DIAGNOSIS	Student is not able to focus a general topic into a smaller more specific one.
ASSESSMENT OF STRENGTHS AND WEAKNESSES	Probably has difficulty distinguishing general statements from specific ones.
TEACHING INTERVENTION	Asked, what do you mean, "destructive and everything?" She expained about immediate effects and secondary effects. Further explained secondary effects as food chain and how people surviving the blast would eventually starve. When asked about what part of the food chain as an example, she said insides **of single celled animals** could be altered.
FUTURE PLANS	Help student locate materials on these specific effects.

LOS MEDANOS COLLEGE

ADVANCED TUTOR TRAINING

Ross MacDonald

ANALYSIS OF TUTORING FORM

Your name: ______________________________ Date: ______________________

OBSERVATION	
DIAGNOSIS	
ASSESSMENT OF STRENGTHS AND WEAKNESSES	
TEACHING INTERVENTION	
FUTURE PLANS	

LOS MEDANOS COLLEGE

ON NOT DOING A STUDENT'S HOMEWORK

Attitudes

Giving in to a student's pleas for "the answer" is detrimental for him/her in the long run. It robs the student of a sense of self-achievement and independence, and teaches him dependency and manipulation.

Concern about what the student thinks of you can interfere with what the student needs. That is, preservation of a liberal, do-gooder image is less important than the student learning self-sufficiency.

Goal: Student feeling that he learned a lot and did it himself.

Methods

Start Small: Use "success-assured" activities.

Ask the student how he would begin or approach the problem if he had confidence.

Ignore the student's actions or statements of anxiety regarding getting the answer. Interrupt negative comments with a question about the problem.

Repeatedly return his attention to the necessary steps he must take.

Ask the student to build on what he does know about the question or problem.

Resist answering the question, "Is this right?" Suggest that the student find a way to check the answer himself.

Praise the student for small, independent steps.

Yield

1. The student learns that it's O.K. not to have an instant answer.

   He learns this through your acceptance of his pace of doing things. He learns this through your refusal to let anxiety pressure you into giving the right answer. He learns this through watching how you persevere at returning to a step-by-step process. In essence, the learning assistant (tutor) serves as a model of patient perseverance, communicating that the process is more important than the answer.

2. The student develops greater patience with himself, and lessens his anxiety.

   He learns that becoming anxious no longer works as a way of getting the answer. He learns from observing you that you are patient and accepting of his pace.

3. The student is given the opportunity to experience a sense of achievement and confidence.

   He learns this through breaking the problem into small, doable tasks rather than anxiously hoping for an immediate answer to the whole problem. Other, less accepting or patient people may have never tolerated his pace of solving problems. They may have robbed him of the chance of achieving for himself at his own rate.

Neil Fiore, Ph.D.

LOS MEDANOS COLLEGE ROSS MACDONALD

F.A.T.E.: FORMS ANALYZING TUTORING EXPERIENCES

YOUR NAME: ______________________ DATE: ______________________

OBSERVATION	
DIAGNOSIS	
ASSESSMENT OF STRENGTHS **AND WEAKNESSES**	
TUTORING INTERVENTION	
FUTURE PLANS	

al 11/4/81

3 IDENTIFYING STUDENTS

...The Screening Device

...Typical Skills to Check for in the Screening Device

...Examples of Screening Devices

Screening of students to determine their level of literacy skills is the responsibility of all instructors, and because it is the first step toward upgrading the language skills of those students who are deficient, it is the most important. Two full seminar sessions were devoted to this topic.

LOS MEDANOS COLLEGE

FIPSE SEMINAR NOTES
February 23, 1982

IDENTIFYING STUDENTS - PART I

OUR GOAL: To prepare a Reading/Writing Screening Device for students.

I. Definition of screening device -- something which will predict the student's chances of success in a specific course without the aid of a tutor.

- have them read something
- then they take a diagnostic test on the material (test can be multiple choice, short answer, etc.)
- they shall also write an approximate one page answer to an essay question
- measures student's capability or aptitude for success in the specific course
- not a standardized test (standarized tests generally don't measure motivation, don't allow for cultural plurality, etc.)
- material to be read should come from typical reading matter for that course (e.g., a section from the text)

II. Three groups should follow:

(1) Student - course match-ups
*(2) Student - course mismatches
*(3) Questionable matches

*these two groups may benefit from tutoring

III. Typical Reading Skills to Check for in the Screening Device

(see handout)

Reading skills exist on three levels:

1. Literal -- understanding meanings, specific facts, etc.
2. Interpretive -- taking what's known (observed) and explaining it
   - sequencing
   - picking out main ideas
   - grouping data
3. Applicative -- what do we do with these ideas?
   - how far will a generalization extend?

A good screening device should tap all three levels. (See handout)

LOS MEDANOS COLLEGE
FIPSE SEMINAR

HANDOUT FOR SECTION III

Reading Skills to Test For:

1. Vocabulary
    A. Word meanings from content
    B. Word derivatives (prefixes, roots, suffixes)
    C. Special vocabulary particular to subject
2. Memory
    A. Recalling specific facts
    B. Retaining concepts
3. Main Idea
    A. Isolating details
    B. Organizing facts
        1. Process (how to...)
        2. Sequence
        3. Hierarchy
        4. Cause and effect
    C. Identifying main idea
4. Interpretive
    A. Drawing a conclusion
    B. Making a judgment
    C. Drawing an inference
    D. Recognizing tone
    E. Coping with ambiguity
    F. Relating ideas
    G. Contrast and comparison

IDENTIFYING STUDENTS

Part Two

1. Discussion of a sample reading. How do we actually test comprehension vs. syntex or grammar?

2. What screening devices can be used to spot students who: a.) need referral to language arts, or b.) need referral to a class tutor? Readability of a text can be at an "independent" level where the student can understand it without help, at an "instructional" level, where it can be understood with the help of the instructors or at a "frustrational" level where the student cannot understand it at all. It is best to have the textbook either at or no more than two levels above the reading level of the student.

QUESTIONS FOR SCREENING DEVICE:

Simple to complex

Balance between reading and writing

Efficient

In class

Purpose is clear

Actually relies on reading, rather than incidental knowledge

Several tools for assessing reading and writing abilities were distributed and discussed.

Next week we will discuss how tutors teach reading, and look at examples of student responses.

Enclosed are some of the screening devices used for discussion.

LOS MEDANOS COLLEGE
SOCIAL SCIENCE 3TG-80

INSTRUCTOR:
C. CASE

READING/WRITING ASSIGNMENT

This assignment is based on the article, "Amish Society";

"A Relic of the Past Could Become a Model for the Future", The Futurist, December, 1981. Read the article through one to get the main ideas. Then review the questions below. Read the article once again with the questions in mind. Then answer the questions in complete sentences. Refer to the article as needed. Notice that the questions go from specific to abstract. In the first question, you will report what you read. By the time you get to the last question you will be giving your imagination a good exercise and drawing from your general information fund.

1. Highlight the chief characteristics of the Amish way of life (reporting data with some selectivity).

2. What is meant by a conserver society/frugal community? Does the Order qualify? Would there be other societies of this kind than the Amish (using the concept, drawing on related information and making inferences)?

3. In what ways does the conserver society/frugal community contrast most sharply with the mainstream industrial society (using the concept, applying the concept as an analytic tool, making judgements)?

4. What values of the conserver society/frugal community do you find attractive? Find unattractive? Would you like to live in such a society? Do you think many modern Americans would like to live in such a society (valuing, interpreting, offering opinion)?

5. The Amish society is offered by the author as a model for small societies within industrial nations. Do you predict that this type of society will catch on and become numerous? Under what conditions might this future become probable (futurizing, if ... then ... reasoning)?

Humanistic Studies 3 TG

Name: ______________________________

Read the following passage, then briefly state the author's conclusion and main reasons supporting it. State the author's reasons and conclusion in your own words.

Are Legal Threats Needed?*

Granted that, unless carried out, legal threats are not credible and therefore not effective, are they necessary to begin with? Would people obey the law without credible threats.

Physical laws are unavoidably obeyed. They are self-enforcing. To defy the law of gravity is to defeat one's purpose and to suffer injury. Experience soon teaches us to attain what we wish by conforming to physical laws. Few people know how to calculate the exact law of gravity, or of the consequences of ignoring it, and very few make such calculations in everyday life. Yet we avoid actions which the law of gravity would defeat, make dangerous, painful, or injurious. Habituation rather than rational calculation produces this avoidance. Rationality is not required. ...Unless bent on suicide, we do not cut our throats or jump from the fiftieth floor. Few of us even conceive of defying gravity.

The laws legislated by society are not self-enforcing. They become effective only when society does for them what nature does for its law--when society defeats the purpose of those who ignore its laws, or inflicts punishment, which makes defying them dangerous, disadvantageous, painful and, above all, odious. Disregard of physical laws is naturally dangerous and unprofitable; disregard of legal laws must be made socially, if people are to be deterred from disregarding them: lawbreaking cannot be allowed to produce the results sought by lawbreakers.

Van den Haag, Punishing Criminals, p. 19

*legal threat refers to the punishments prescribed in the Criminal Code for violation of laws.

1. Author's conclusion:

2. Author's reasons:

Humanistic Studies 3 TG Name:______________________

Read the following passage, then briefly state the author's conclusion and main reasons supporting it. State the author's reasons and conclusion in your own words.

Are Legal Threats Needed?*

Granted that, unless carried out, legal threats are not credible and therefore not effective, are they necessary to begin with? Would people obey the law without credible threats.

Physical laws are unavoidably obeyed. They are self-enforcing. To defy the law of gravity is to defeat one's purpose and to suffer injury. Experience soon teaches us to attain what we wish by conforming to physical laws. Few people know how to calculate the exact law of gravity, or of the consequences of ignoring it, and very few make such calculations in everyday life. Yet we avoid actions which the law of gravity would defeat, make dangerous, painful, or injurious. Habituation rather than rational calculation produces this avoidance. Rationality is not required. ...Unless bent on suicide, we do not cut our throats or jump from the fiftieth floor. Few of us even conceive of defying gravity.

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Van den Haag, Punishing Criminals, p. 19

*legal threat refers to the punishments prescribed in the Criminal Code for violation of laws.

1. Author's conclusion: If societies are not willing to obey the law, they won't.

2. Author's reasons: ~~People~~ People were Not taught the difference between right & wrong when they were little. They get this feeling that the law is just there to hurt them and Not to help them.

Humanistic Studies 3 TG   Name: ____________________

Read the following passage, then briefly state the author's conclusion and main reasons supporting it. State the author's reasons and conclusion in your own words.

Are Legal Threats Needed?*

Granted that, unless carried out, legal threats are not credible and therefore not effective, are they necessary to begin with? Would people obey the law without credible threats.

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Van den Haag, Punishing Criminals, p. 19

*legal threat refers to the punishments prescribed in the Criminal Code for violation of laws.

1. **Author's conclusion:** Van den Haag feels that in order for a law to be effective it must be Harsh.

2. **Author's reasons:**

Through experience in life people fear consequences that result in danger, pain or injury. Therefore physical laws are obeyed because the result of breaking them brings upon fear.

Humanistic Studies 3 TG   Name:________________

Read the following passage, then briefly state the author's conclusion and main reasons supporting it. State the author's reasons and conclusion in your own words.

Are Legal Threats Needed?*

Granted that, unless carried out, legal threats are not credible and therefore not effective, are they necessary to begin with? Would people obey the law without credible threats.

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Van den Haag, Punishing Criminals, p. 19

*legal threat refers to the punishments prescribed in the Criminal Code for violation of laws.

1. Author's conclusion: Mr. Van den Haag states that laws legislat~~ed by~~ sociaty must have consequences, which are undesirable or dangerouse to the lawbreakers.

2. Author's reasons: Unlike Physical laws, laws formed by society, do not have unavoidable consequences. The people breaking social laws must realize that the effects of such action will resolt in penalties that hopefully will deter them from the action in the first Place.

Name: ____________________

Read the following passage, then briefly state the author's conclusion and main reasons supporting it. State the author's reasons and conclusion in your own words.

Are Legal Threats Needed?*

Granted that, unless carried out, legal threats are not credible and therefore not effective, are they necessary to begin with? Would people obey the law without credible threats.

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Van den Haag, Punishing Criminals, p. 19

*legal threat refers to the punishments prescribed in the Criminal Code for violation of laws.

1. Author's conclusion:

Legal threats are needed.

2. Author's reasons:

Unlike physical laws, there is no reason for us to obey legal laws without legal threats. If we know we can go out & murder some one without any harm to ourselves, why shouldn't we? He (the author) believes legal laws are difficult only when society makes breaking those laws unpleasant for the one breaking them.

Name: ____________________

Read the following passage, then briefly state the author's conclusion and main reasons supporting it. State the author's reasons and conclusion in your own words.

Are Legal Threats Needed?*

Granted that, unless carried out, legal threats are not credible and therefore not effective, are they necessary to begin with? Would people obey the law without credible threats.

Physical laws are unavoidably obeyed. They are self-enforcing. To defy the law of gravity is to defeat one's purpose and to suffer injury. Experience soon teaches us to attain what we wish by conforming to physical laws. Few people know how to calculate the exact law of gravity, or of the consequences of ignoring it, and very few make such calculations in everyday life. Yet we avoid actions which the law of gravity would defeat, make dangerous, painful, or injurious. Habituation rather than rational calculation produces this avoidance. Rationality is not required. ...Unless bent on suicide, we do not cut our throats or jump from the fiftieth floor. Few of us even conceive of defying gravity.

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Van den Haag, Punishing Criminals, p. 19

*legal threat refers to the punishments prescribed in the Criminal Code for violation of laws.

1. Author's conclusion:

OBEYING THE LAW MUST BE MORE A HABIT TO PEOPLE
IT MUST BE AN INTERNAL PROCESS INSTEAD OF EXTERNAL
(POLICE, COURT, JAIL, ETC.)

2. Author's reasons:

UNLESS YOU'RE NUTS YOU DON'T JUMP OUT OF A
PLANE BECAUSE YOU'RE GOING TO DIE.
ONE DOESN'T DO SOMETHING THAT ONE KNOWS
WILL CAUSE PERSONAL INJURY.

LOS MEDANOS COLLEGE
BUSINESS 20T - INTRO. TO BUSINESS

INSTRUCTOR:
WILLIAM MC CLUSKY

READING AND WRITING ASSESSMENT

Read the attached report, and, in your own words, answer the following questions:

("Proxemics," Fast Food Magazine, March, 1967)

a. What is this concept that the author refers to as "Proxemics"?

b. Are you aware of any restaurant or business that is now effectively using or should be using proxemics? If so, how are they succeeding or how should they be using these principles?

c. Are there any other types of businesses, other than restaurants, that could use these principles? If so, what and how?

4 TEXT READING AND LECTURES

...Readability Checklist for Texts
...Lecture Notetaking
...Previewing, Reading, Reviewing
...Three Levels of Comprehension

Readability Checklist for Texts

The textbook is the core material of almost every college course. The Journal of Reading, November, 1980, printed the "Readability Checklist" which was designed to evaluate the readability of classroom texts. Copies of this list were distributed during the seminar so that instructors could rate the texts that they were using and compensate for any weaknesses in those texts. Tutors should be made aware of the strengths and weaknesses of the texts that they must help students understand. A copy of this checklist is included at the end of this section.

Lecture Notetaking

Effective lecture notetaking by students comes about when students can relate or "hook" the new information to be learned from the lecture onto information they already have some familiarity with. Without this critical attachment of new information to what is already known, the new information makes little sense to the student. Consequently, the notes taken on the lecture are of little value.

Before instructors present a lecture on new material, they should employ some of the following techniques to insure that students have some familiar information to hook the new content onto:

1. Through discussion, find out from students how much they already know about a topic.
2. Go over concepts and vocabulary that students will need to know in order to understand the new information to be presented.
3. Show students how to distinguish between the main points and minor details given in a lecture.
4. Have students brainstorm on the topic you will be lecturing on.
5. In order to get students to see the relationship between ideas or concepts, have students work on constructing analogies.

Instructors should also be aware that the retention or understanding of the lecture material by students is affected by the following factors:

1. Nature of the content to be presented.
2. How the instructor organizes lecture content.
3. Perception of content by students.

Previewing, Reading, Reviewing

The process for helping students read with greater comprehension breaks down into three steps:

1. Previewing material to be read. Previewing starts the process of getting students actively involved with their reading assignment. There are three stages of previewing: a) Students construct questions from the title, headings, and sub-headings of an article

or chapter. (Example, "Rivers becoming polluted" could be turned into "What rivers are polluted?") (Developing questions gives students a good overview of what is being presented.) These questions will be utilized later in the review stage. b) Students skim-read for the main idea. c) In the last preview stage students attempt to recall the main ideas covered in the skimming process.

2. Reading the material. Advise students to read carefully and with concentration for only short intervals. Point out that italicized words and the use of graphics are keys to important information. Students should not begin to read until a goal or purpose has been established by the questioning procedure.

3. Reviewing material read. This involves students checking themselves to see how well they can answer the questions they generated in the previewing stage.

Three Levels of Comprehension

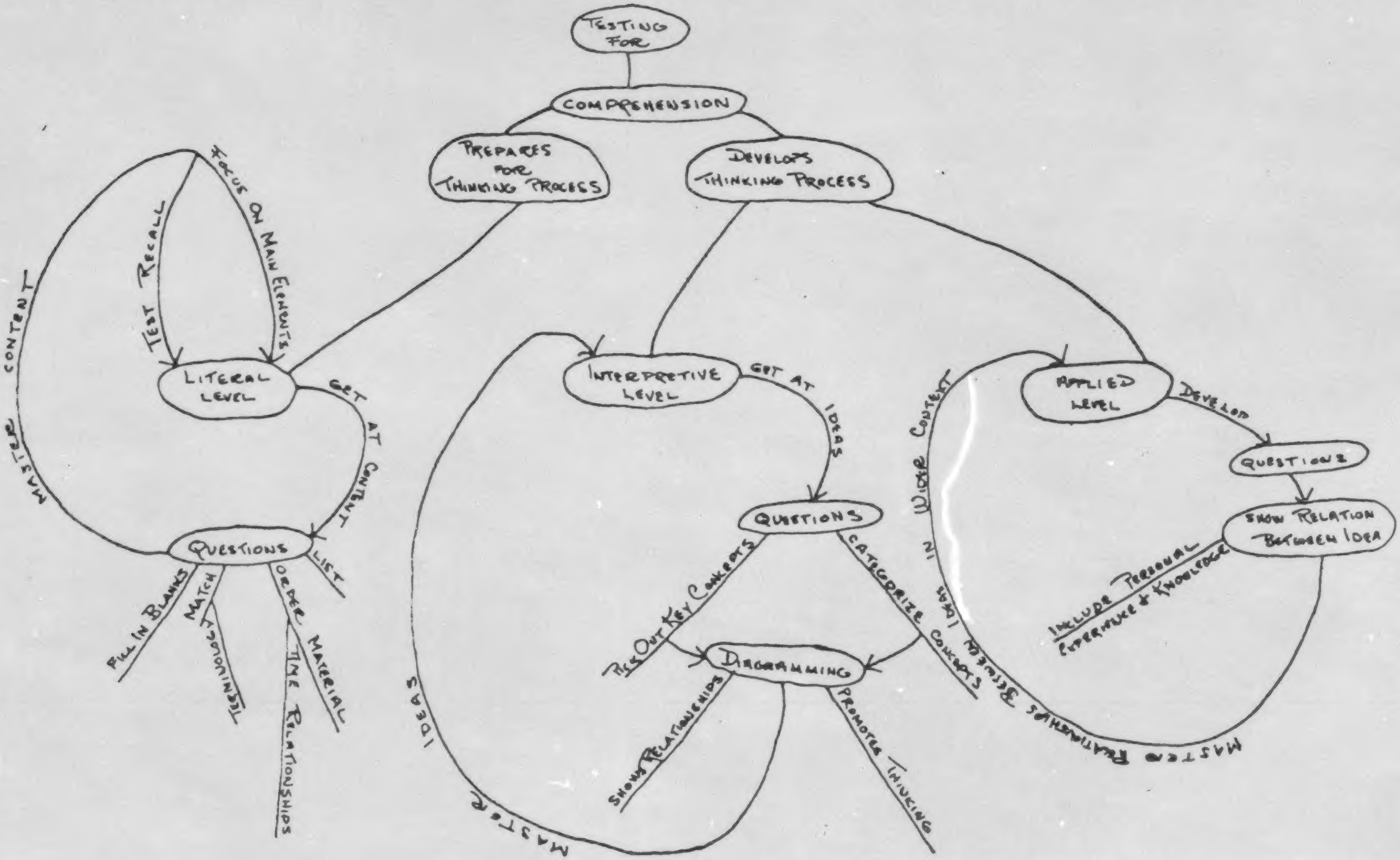
Students need to be aware of these three levels of comprehension:

1. Literal: What was stated? On the literal level we just report the data, the specifics. This level prepares one for the thinking process.

2. Interpretive: What was the main idea? The purpose is to grasp the main idea. What is meant, implied by what is stated? Develops the thinking process.

3. Applied: Reader looks at the relationship between or among the ideas. Further develops the thinking process.

See attached graphic design of these three levels of comprehension.


TESTING FOR
COMPREHENSION
PREPARES FOR THINKING PROCESS
DEVELOPS THINKING PROCESS
LITERAL LEVEL
TEST RECALL
FOCUS ON MAIN ELEMENTS
MASTER CONTENT
GET AT CONTENT
QUESTIONS
FILL IN BLANKS
MATCH
TERMINOLOGY
ORDER
TIME RELATIONSHIPS
MATERIAL
LIST
INTERPRETIVE LEVEL
GET AT IDEAS
QUESTIONS
PICK OUT KEY CONCEPTS
CATEGORIZE CONCEPTS
DIAGRAMMING
SHOW RELATIONSHIPS
PROMOTES THINKING
MASTER IDEAS
APPLIED LEVEL
DEVELOP
QUESTIONS
SHOW RELATION BETWEEN IDEA
INCLUDE PERSONAL EXPERIENCE & KNOWLEDGE
MASTER RELATIONSHIPS BETWEEN IDEAS IN WIDER CONTEXT

Gail Coriaso
3 March 1981
FIPSE

FIPSE Seminar

Reading Skills to Test For

1. Vocabulary
   - A. Word meanings from content
   - B. Word derivatives (prefixes, roots, suffixes)
   - C. Special vocabulary particular to subject

2. Memory
   - A. Recalling specific facts
   - B. Retaining concepts

3. Main Idea
   - A. Isolating details
   - B. Organizing facts
     1. Process (how to...)
     2. Sequence
     3. Hierarchy
     4. Cause and effect
   - C. Identifying main idea

4. Interpretive
   - A. Drawing a conclusion
   - B. Making a judgment
   - C. Drawing an inference
   - D. Recognizing tone
   - E. Coping with ambiguity
   - F. Relating ideas
   - G. Contrast and comparison

"When is a Reading Problem not a Reading Problem?"

Seminar presenters researched their areas of expertise to present a coherent and cohesive summary of the most recent theories about the topics of their presentations. Frequently, however, they felt compelled to share with others certain original material that they believed to be especially cogent. One such article, "When is a Reading Problem not a Reading Problem?" by John C. Stansell and Diane E. DeFord appeared in the Journal of Reading, spring, 1981, and was shared by Judy Banks, instructor and reading specialist at LMC. The article contains several ideas that appear in current cognitive psychology texts.

Readability checklist

This checklist is designed to help you evaluate the readability of your classroom texts It can best be used if you rate your text while you are thinking of a specific class Be sure to compare the textbook to a fictional ideal rather than to another text. Your goal is to find out what aspects of the text are or are not less than ideal Finally consider supplementary workbooks as part of the textbook and rate them together. Have fun!

Rate the questions below using the following rating system
5 · Excellent
4 Good
3 Adequate
2 · Poor
1 Unacceptable
NA Not applicable

Further comments may be written in the space provided

Textbook title ______

Publisher ______

Copyright date: ______

Understandability

A ____ Are the assumptions about students' vocabulary knowledge appropriate?

B ____ Are the assumptions about students' prior knowledge of this content area appropriate?

C ____ Are the assumptions about students general experiential backgrounds appropriate?

D ____ Does the teacher's manual provide the teacher with ways to develop and review the students conceptual and experiential backgrounds?

E ____ Are new concepts explicitly linked to the students' prior knowledge or to their experiential backgrounds?

F ____ Does the text introduce abstract concepts by accompanying them with many concrete examples?

G ____ Does the text introduce new concepts one at a time with a sufficient number of examples for each one?

H ____ Are definitions understandable and at a lower level of abstraction than the concept being defined?

I ____ Is the level of sentence complexity appropriate for the students?

J ____ Are the main ideas of paragraphs, chapters and subsections clearly stated?

K ____ Does the text avoid irrelevant details?

L ____ Does the text explicitly state important complex relationships (e g causality, conditionality, etc) rather than always expecting the reader to infer them from the context?

M ____ Does the teacher's manual provide lists of accessible resources containing alternative readings for the very poor or very advanced readers?

N. ____ Is the readability level appropriate (according to a readability formula)?

Learnability

Organization

A. ____ Is an introduction provided for in each chapter?

B. ____ Is there a clear and simple organizational pattern relating the chapters to each other?

C. ____ Does each chapter have a clear, explicit, and simple organizational structure?

D. ____ Does the text include resources such as an index, glossary, and table of contents?

E. ____ Do questions and activities draw attention to the organizational pattern of the material (e.g., chronological, cause and effect, spatial, topical, etc.)?

F. ____ Do consumable materials interrelate well with the textbook?

Reinforcement

A. ____ Does the text provide opportunities for students to practice using new concepts?

B. ____ Are there summaries at appropriate intervals in the text?

C. ____ Does the text provide adequate iconic aids such as maps, graphs, illustrations, etc. to reinforce concepts?

D. ____ Are there adequate suggestions for usable supplementary activities?

E. ____ Do these activities provide for a broad range of ability levels?

F. ____ Are there literal recall questions provided for the students' self review?

G. ____ Do some of the questions encourage the students to draw inferences?

H. ____ Are there discussion questions which encourage creative thinking?

I. ____ Are questions clearly worded?

Motivation

A. ____ Does the teacher's manual provide introductory activities that will capture students' interest?

B. ____ Are chapter titles and subheadings concrete, meaningful, or interesting?

C. ____ Is the writing style of the text appealing to the students?

D. ____ Are the activities motivating? Will they make the student want to pursue the topic further?

E. ____ Does the book clearly show how the knowledge being learned might be used by the learner in the future?

F. ____ Are the cover, format, print size, and pictures appealing to the students?

G. ____ Does the text provide positive and motivating models for both sexes as well as for other racial, ethnic, and socioeconomic groups?

Readability analysis

Weaknesses

1) On which items was the book rated the lowest?
2) Did these items tend to fall in certain categories?
3) Summarize the weaknesses of this text.
4) What can you do in class to compensate for the weaknesses of this text?

Assets

1) On which items was the book rated the highest?
2) Did these items fall in certain categories?
3) Summarize the assets of this text.
4) What can you do in class to take advantage of the assets of this text?

FIPSE Seminar	October 6, 1981	Notetaker: Patty Peterson

I. Reading Skills (see handout for definitions)

The good reader is able to predict, check his predictions, and re-order.

Reading skills to test for (see handout)
Addition to handout: the teacher needs to be aware of different emphases in different disciplines. For example, in nursing, process may be the most important. In history, cause and effect. The teacher needs to ask the kinds of questions that emphasize the kinds of ways students need to think in his particular course. For example, can the student pick up hidden attitudes in the writer of a philosophy or history text?

II. Thinking processes

A. Literal
These are content skills. Does the student know what the print says?

B. Interpretive
Can the student pick out what is the "boss" idea?
Which is supporting detail?
Can the student relate ideas to each other?

C. Applicative
Can the student apply ideas to self?
Can the student resolve ambiguities he recognizes?
Can the student put ideas in a larger context? For example, a moral one?

III. How to structure test questions according to the three levels

A. Literal
Recall of information. For example, What is the Id?

B. Interpretive
Relating ideas or concepts. For example, Bob's economics question: Who determines what to produce and who gets it among three societies?

C. Applicative
Have to know concepts and then apply them to one's own or a case study situation. For example, How fire-safe is your home?

*Note: If you are a visually-oriented type, see Corioso's model on the attached handout.

IV. Teaching Srategies which promote awareness of the three levels of thinking

A. Teacher should try to model a concept for his students. The teacher cannot make the connective leap for the student (as in teaching someone to skip); the teacher can give clues and hints. A tutor in a small group is best situated for this kind of modeling, for there will be one who gets it, and several who don't. The interaction among them is less pressured than the one on one situation.

B. Math strategies: modern math teaching tries to get away from the rigid, given context and promote more thinking about why a certain concept is used.

C. Teacher should be aware of the difference between reading comprehension on the part of students which is based on grammatical or synt ctical clues. (at this point we tried our hand at answering questions from a nonsense text) and real understanding of content. If you want to test students' comprehension, you need to ask the kind of questions that require processing of information, not just recall.

V. Teaching strategies which help students at interpretative level

A. Overview of the course

Point out key concepts and vocabulary ahead of need and then come back to them and remind students of them.

Define vocabulary peculiar to your discipline on first handout. Reminder: begin with lecture or boardwork before handouts; handouts after such explanation are more meaningful.

B. Match textbooks to students

Most often you will have to pick your textbook and then test your students to see which ones will need tutors. Ways to check:

1. Pose short answer questions based on a chapter in the text not yet discussed in class
2. Use CLOSE procedure (dropping every 10th word from a paragraph of text and see if students can insert correct word) to test level of students' comprehension

VI. Teacher's options if textbook too difficult

1. You can provide alternative readings for obscure chapters.
2. Give study guides. You organize the material partiallly and let students flesh out the rest.
3. List on board the important points before the students read.
4. Have students read selected parts and cover difficult parts in lecture.
5. Point out the sequence of material regularly. Help students to see how what has gone before relates to what they will have to read.
6. Teacher can model the preview, read, review method of reading the text.

With all of these methods the teacher is not doing the reading for the student, but helping him to succeed at it.

Vll. Reminders to teachers from tutors

1. If you meet with a student who is being tutored to discuss his progress, invite the tutor to be present also.

2. When a tutor visits your class, make sure he or she mingles with the class and is not set apart with you at the front of the room.

* Note: The notetaker's use of the masculine pronoun throughout shouldn't be taken as conservatism in politics, only as conservatism in language usage.

DEFINITIONS OF READING

Reading specialists - reading is an integrated process involving the development of the technical skills necessary in seeing likenesses and differences in words, associating words with their sounds and meaning, and interpreting the ideas represented by words, sentences, and paragraphs. Further, it should be noted that reading authorities include both word recognition and comprehension in their explanation of the reading process. They believe in balanced development of these two skills.

Other reading specialists - reading is the ability of an individual to recognize a visual form, associate the form with a sound and/or meaning he has learned in the past, and, on the basis of past experience, understand and interpret its meaning.

Linguists - reading is skill in translating printed symbols into sounds and sound patterns and deriving meaning from the resultant oral language.

Psycho-linguistics - reading is a psycho-linguistic guessing game. It involves an interaction between thought and language. Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course, is vital in reading, just as the ability to anticipate what has not yet been heard is vital in listening. Thus errors are not errors, they are miscues.

Off-the-wall - "For reading is older than printing or writing or even language itself. Reading begins with wonder at the world around us. It starts with the recognition of repeated events like thunder, lightning, and rain. It starts with the seasons and the growth of things. It starts with an ache that vanished with food or water. It occurs when time is discovered. Reading begins with the management of signs of things. It begins when the mother, holding the child's hand, says that a day is "beautiful" or cold or that the wind is soft. Reading is signs and portents, the flight of birds, the changing moon, the changeless sun and the fixed stars that move through the night. Reading is the practical management of the world around us. It was this for us at the desk, the bench, or the control panel. It was this for the man at the cave's mouth."

al 10-7-76

LOS MEDANOS COLLEGE
FIPSE NOTES

R. MACDONALD
March 23, 1982

READING

I. Student response on test question (Chet) Handout #1
Question given in advance.

Discussed paper: Position statement at end of paper, which is typical of student papers.
Paper retyped and student allowed to edit.
Students asked to read paper out loud.
"Writing Readiness" paper distributed.
Approach for dealing with ESL students discussed - one problem at a time
simple or complex
model and turn over to student
Indicate line where error exists and ask student to identify error.

Tutors taught not to do corrections for students but rather to ask probing questions so that students identify their own errors.

Discussed whether or not people remembered learning how to read. Phonics.

People related experiences they had in learning how to read.

Standardized test basically measures reading ability.

Reading ability used to evaluate person's intelligence: Reading done for performance not content and comprehension.

II. Reading Theories

a. Word meaning, association
b. Visual recognition - associated with past experiences
c. Translation into sounds
d. Psycholinguistic - guessing based on selected

Given "Vocabulary Cues Worksheet" - Handout #2 - that is used to practice defining words from context. Exception to discouragement of immediate use of dictionary is ESL.

Given book "An Introduction Film" and asked to read table of contents and then asked to make guesses about what "actual" content might be.

Given "Chapter Sub-Heading Worksheet"- Handout #3.

Tutors taught to ask students to predict answers to their own questions.

Jane Vidal

Boomtown: Craig, Colorado

Craig, Colorado was found to be a very rich mining area for coal. Previously it was densely populated town. As it continued to develop the search for energy, the town went through a big change that generated other changes.

More people arrived and settled there causing a rise in the town's demand for public service. More protection was needed because of the rising crime rate among the newcomers and the ensconced settlers. Expanded road service, sewer systems, school accommodations for newcomers' children, recreation and other changes needed to be established to suit their city-life customs. These demands changed the overall economic situation of the town.

The rise of crime and violence was obviously bad for the town. The newcomers had a great deal of contribution to the changes in attitudes towards everybody. The natural balance of the environment was gravely disturbed Besides the fact that development of a mining

LOS MEDANOS COLLEGE
LANGUAGE ARTE 6

HANDOUT NO. 2

INSTRUCTOR:
R. MacDONALD

NAME: ______________________________

SECTION: ______________________

TUTOR'S INITIAL: ____________

VOCABULARY WORKSHEET

DIRECTIONS: Use this form to record those words you encounter in your studies that you don't know. Follow these steps to record an unknown word and to figure out its meaning.

1. Try to figure out the word by CONTEXT. Do other sentences around the word indicate its meaning?
2. Look at the PREFIX, the SUFFIX, and the ROOT. By noting the meaning of the parts of the word, you may be able to work out the meaning of the whole word.
3. Then, if you still don't know the meaning of a word, look it up in a DICTIONARY. State the definition in your own words.

Remember, it's usually best to keep reading even though you encounter words you don't know. Mark the unfamiliar words and keep reading. Come back to those words after you finish reading.

Write the word, the definition in your own words, the name and page number of the book or article in which you found the word, and divide the word into syllables.

Do only 10 words per sheet.

Example: diligent	The quality of being persistent, industrious, painstaking,
dil-i-gent	hard-working.
Econ book, p. 210	______________________
1. ______________	______________________
	______________________
	______________________
2. ______________	______________________
	______________________
	______________________

VOCABULARY WORKSHOP, continued

3. ______________ ____

4. ______________ ____

5. ______________ ____

6. ______________ ____

7. ______________ ____

8. ______________ ____

9. ______________ ____

10. ______________ ____

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LOS MEDANOS COLLEGE
LANGUAGE ARTS 6

HANDOUT NO. 3

Name: ______________________________

Section #: ____________

CHAPTER SUB-HEADING WORKSHEET

DIRECTIONS: Do one worksheet for each sub-heading. You should complete this form AFTER the Chapter Preview Worksheet.

A. Write the chapter title: ______________________________

B. Write the sub-heading: ______________________________

C. Formulate one or more significant questions which are suggested by the sub-heading:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

D. Have a tutor go over these questions and then initial here: __________
DO NOT GO ON WITHOUT THIS INITIAL.

E. Read the section keeping these questions in mind.

F. After reading the selection and without looking back, answer your questions here:

____
____
____
____
____
____
____
____
____
____
____
____

G. Review the section and write down what you should have remembered, but didn't:

____

____

____

____

____

H. Go on to the next sub-heading and a new worksheet.

5 WRITING THE ESSAY AND WRITING AS A LEARNING TOOL

...Steps in the Composing Process of an Essay

...A Formula for Organizing the Essay

...Writing as a Learning Tool

Two types of writing were considered: First, the essay, or typical college paper, that even good students may struggle with, but that can be made easier when certain steps are followed in their proper order. Tutors can be very helpful to students struggling with papers. Second, writing as a learning tool, which may take the form of journals, learning logs, diaries, or focused free-writing. Educationists in England report good results from using writing as a learning tool rather than simply as a product that indicates what a student knows; this idea is spreading in American schools. Tutors should probably not be used to help with this type of writing.

Steps in the Composing Process of an Essay

Twenty-three million Americans over age 16 are functionally illiterate; those who finish high school are at an average 9th grade level; 50 percent of Los Medanos students need extra help at any given time. Ill equipped to handle college level writing, most students would benefit if content instructors would provide them with direction and experience even if it necessitates skipping a few minutes of lecture.

The instruction that most pre-college students receive in writing consists mainly of grammar, punctuation, sentence diagramming, and spelling. This is the last step in writing; students need to know the steps that come before this.

All FIPSE participants were asked to spend ten minutes writing on the steps that they went through when writing a paper. The collective list (it was almost identical for each of the four semesters) was in accordance with the list of steps that most English instructors recommend. College teachers, because of their experience, automatically know how to proceed to write a paper. But most beginning college students approach writing assignments with little or no experience or training.

The writing process consists of the following steps (based upon analysis of how FIPSE members handle a writing assignment); tutors can help the students see this process:

1. Select a topic.
2. Ask yourself "What do I know" about this topic, and put the information down.
    a. Think about the topic.
    b. Write down what you know
    c. Diagram, cluster, or map ideas.
    d. List information (cards optional).
3. Obtain additional information from various sources.
    a. Copy down information (on note cards optional).
    b. Put quotation marks around direct quotes
    c Keep track of sources of information.
4. Cogitate (take a long walk, for example).
5. Plan your organization using any of the following:
    a. Formula for organizing an essay--more on this later.
    b. Formal or informal outline
    c. Put cards, if used, in order (perhaps use color coded cards).

6. Write, revise, move parts around, change emphasis, add details, omit non-pertinent material, etc.

7. Edit (correct grammar, punctuation, spelling, etc.).

How instructors can help students use this process:

1. Do an in-class exercise using the process.

2. Have tutors help with the first steps, not mentioning grammatical errors, spelling, etc.

Priority of skills in writing a paper:

1. Content.
    a. Enough information.
    b. Ideas, then particulars.

2. Organization.

3. Point of view (e.g., objective report or humorous first person).

4. Sentences.

5. Diction (choice of words.)

How tutors should help students with a writing assignment:

1. Say something positive.

2. Find out what was assigned

3. Find out how the student feels about the topic.

4. Focus on the "priority of skills" in the order given. Should not focus on punctuation and spelling.

5. Should not make any marks on the student's paper. (If absolutely necessary, use light pencil that can be erased.)

A Formula for Organizing an Essay

For those students who put off taking college composition courses the struggle to write papers in other discipline classes will be even greater. These students may not even know what a thesis statement is. They may never have heard of a topic sentence. A few minutes of an instructor's time spent clarifying these terms and how they should be used to organize a paper can be worthwhile.

"Game Plan for Composition" is a graphic design of a simple formula for organizing a paper. Some students who have difficulty using a formal outline find that the "light goes on" when they are presented with this bubble picture. See a copy of this at the end of this section.

For some students a graphic design will not be enough. They will need more specific instructions about how to use this simple formula. Jay Cameron, instructor of college composition at LMC has developed the formula more completely for his classroom use. His "Essay Picture", an example of its use, the format for written paragraph (expository), and basic essay terminology list are included at the end of this section.

Knowing this simple formula for organizing an essay can relieve the student of much term paper anxiety.

Writing as a Learning Tool

Two guest consultants addressed the seminar, individually, on the general topic of writing as a learning tool; that is, how writing helps process information into long term retention of concepts. This view is especially applicable to content areas.

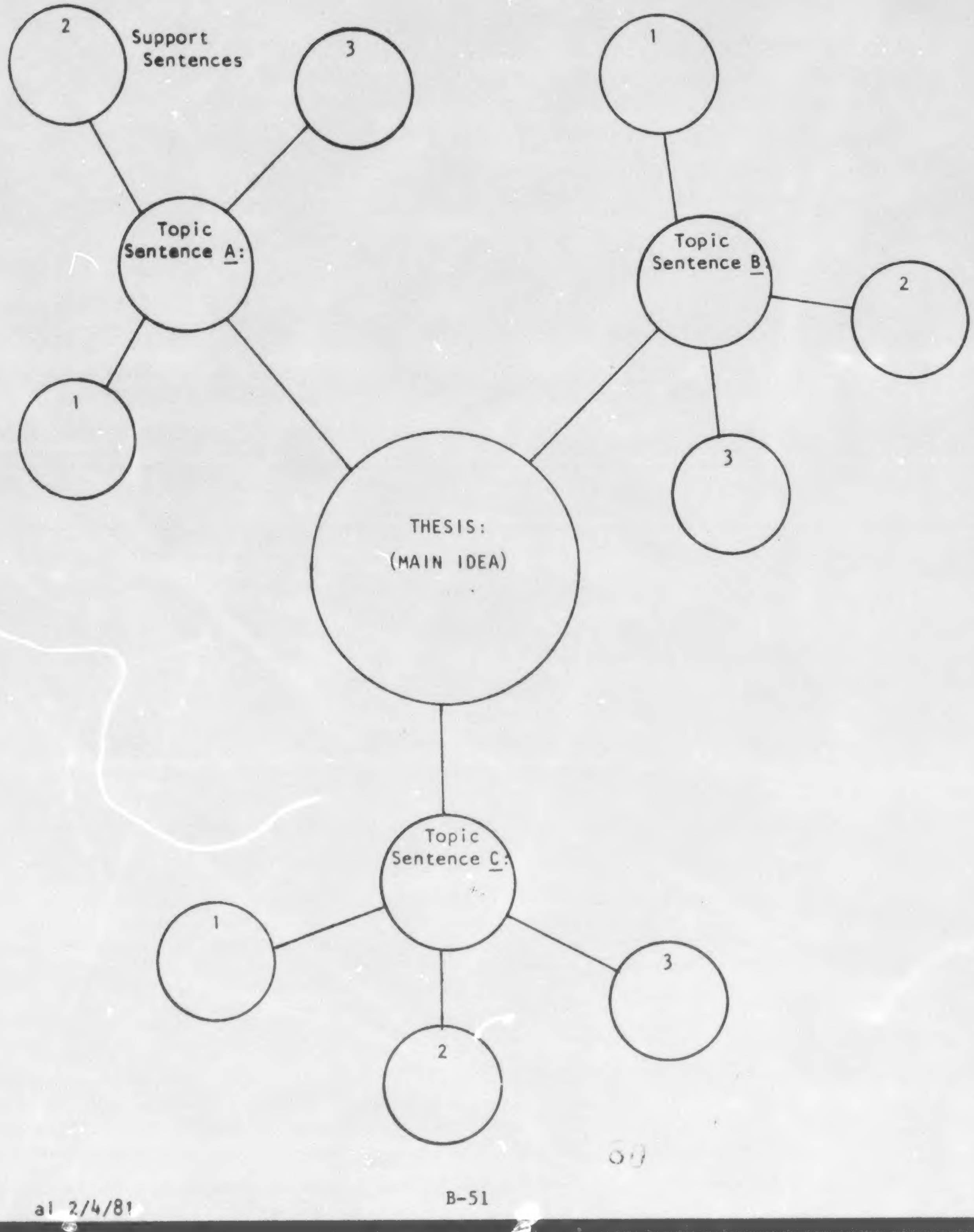
The guest consultants were:

Mary Kay Healey, Co-director Bay Area Writer's Project
University of California, Berkeley

Mariene Griffith, English Instructor
Laney College, Oakland

Both guests presented different material during each semester's seminar; however, all of the material they presented can be categorized under the same general rubric. The unedited notes, along with handouts, from two of each guest's lectures are included in this section.

GAME PLAN FOR COMPOSITIONS


2
Support Sentences
3
1
Topic Sentence A:
Topic Sentence B:
2
1
3
THESIS:
(MAIN IDEA)
Topic Sentence C:
1
3
2

Jay Cameron

LOS MEDANOS COLLEGE

ESSAY PICTURE

TITLE

INTRODUCTORY PARAGRAPH
50-75 WORDS

Thesis Statement

TOPIC SENTENCE

1 FIRST DEVELOPMENTAL PARAGRAPH
150-200 WORDS

TOPIC SENTENCE

2 SECOND DEVELOPMENTAL PARAGRAPH
150-200 WORDS

TOPIC SENTENCE

3 THIRD DEVELOPMENTAL PARAGRAPH
150-200 WORDS

CONCLUDING STATEMENT AND PARAGRAPH

SUMMARIZED INSIGHT

The thesis statement is preferably the last sentence of the first paragraph.

Topic sentences ideally begin the developmental paragraphs.

Conclusion: Thesis recalled, but expressed differently. Content summary, final statement in which reader is moved to mentally agree with you or challenge you.

LOS MEDANOS COLLEGE
15TG

INSTRUCTOR:
J. CAMERON

PAPER TITLE: DOGS ON THE LOOSE

	Thesis Statement:	Dogs on the loose are a nuisance.
	Topic Sentence 1:	Dogs can scare you half to death, causing serious problems.
1	Support for Topic Sentence 1	A. Cyclists are forced to zig zag on the road. B. School children panic and turn wildly on their bikes. C. People on foot at night freeze in fear.
	Topic Sentence 2:	Dogs are traffic hazards.
2	Support for Topic Sentence 2	A. Dogs on the street make people swerve their cars. B. To avoid dogs cyclists run into things. C. Youngers coaxing dogs across a busy street create danger.
	Topic Sentence 3:	Dogs damage gardens.
3	Support for topic Sentence 3	A. Dogs step on flowers and vegetables. B. They mar hedges by spotting them. C. They mess up the lawn.
	Concluding Statement:	Dogs are fine as puppies, or on a leash, or in a kennel; on the loose they're a menace.

LOS MEDANOS COLLEGE
J. Cameron
Exposition or Argument

FORMAT FOR WRITTEN PARAGRAPH (EXPOSITORY)

TOPIC SENTENCE ____

____

____

______________________. (A) Main Support Statement ______

____

______________________________. Minor Support (Development of main support statement by adding three (3), four (4) or more sentences to complete or develop the idea you are trying to explain)

____

____

______________________________________. (B) Main Support Statement ______________________________________

______________________________. Minor Support (Development of main support statement by adding three (3), four (4) or more sentences to complete or develop the idea you are trying to explain)

____

____

______________. (C) Main Support Statement ______

____

______________________. Minor Support (Development of main support statement by adding three (3), four (4) or more sentences to complete or develop the idea you are trying to explain)

____

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____

Los Medanos College

Jay Cameron

LA 15 TH

Basic Essay Terminology

Outline	A plan or blue-print
paragraph	A group of sentences built around a main topic idea
Perception	The way we see things through our senses
Reader	The writer's audience
Rhetoric	The art of speaking or writing effectively
Rhetorical Question	doesn't necessarily expect an answer
Sentence	A group of words expressing a complete thought
Specific Details	Data used to support a controlling idea in a paragraph
Statement of Affirmation	A firm statement
Subject and Predicate	Must always be included to make a sentence complete
Thesis Statement of Idea	Main idea of essay
Title	The heading or subject of a paragraph
Topic Sentence	Main idea expressed in a paragraph
Transistional Devices	Links Sentences and paragraph smoothly

Los Medanos College

Jay Cameron

LA 15 TG

Basic Essay Terminology

Abstract and General Statements	need to be supported with specific details
Anecdote	A brief narrative about ones own experience
Argument	Essay which persuades
Bad conclusion	"It's been nice having you read my material, people."
Bad Introduction	"I hate to bore you with this essay, but I had to start somewhere."
Communication	The transmission of a message in a two way process
Controlling idea	Limits the topic sentence or thesis statement
Deduction	Reasoning from general to specific
Description	Essay which points out particular details
Exposition	Essay which explains
Fragment	A group of words lacking a subject or a predicate
Ideas	A writer's views of opinions
Inductive Reasoning	Reasoning from specific to general
Informal Essay	A written treatment of ones own opinions or points of view about a given subject
Introduction, Body, Conclusion	The main parts of an essay
My Position	My Stand
Name the 5 ways we support material in a paragraph	1 Illustrative detail 2 Factual details and statistics 3 Comparison and contrast 4 Analysis 5 Definition
Narrative	Essay which tells of an event or happening
Our feelings	represent the emotional part of us
Our perceptual view	In expository writing we respond to subjects or stimuli in terms of the way we see and sense things
Our thoughts	represent the intellectual part of us

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LA 15TG

1. ILLUSTRATION

An easy and effective way to support an idea is to use examples. The writer makes a statement and then clarifies it through illustrative detail: he points to a specific occurrence, condition, or fact that concretely illustrates his idea. In your paragraphs you may decide to use only one carefully sustained example to support your controlling idea, or you may use several examples.

2. FACTUAL DETAIL

Factual detail is often used to support an idea. The writer may begin his paragraph with a topic statement and then support that statement with facts and statistics. Or he may present his details first and place his topic sentence at the end as the logical conclusion to be drawn from his evidence.

Because both facts and judgments are useful in supporting topic sentences, and because confusion between the two sometimes weakens student writing, a brief explanation of their differences should be instructive. A fact is a report, a statement of what has actually happened or of what actually exists. It can be verified: one can test the accuracy of the report through his own observation or computation or by consulting a reliable source.

A judgment, on the other hand, records a personal opinion. It indicates approval or disapproval. Unlike a factual statement, it cannot be proven true or false.

Many statements, however, cannot be so precisely differentiated as to whether they are factual or judgmental, for they involve both fact and judgment; they can be verified to an extent, and yet they include judgment.

3. COMPARISON AND CONTRAST

In a paragraph of comparison the writer points out similarities between two or more things. In a paragraph of contrast he points out their differences. As a student you will frequently be asked to compare or contrast philosophical ideas, historical figures, characters in a novel, or political parties. By studying these two patterns carefully and by practicing the techniques involved, you can improve your ability to develop and communicate your thought clearly.

The support material for comparison or contrast frequently consists of factual details, judgments, or examples.

J. Cameron
LA 15TG

COMPARISON AND CONTRAST CONTINUED

Arrangement of Supporting Material

You may arrange the supporting material for a paragraph based on comparison or contrast in a variety of ways. If you are comparing two persons, for example, you may present the information about the first person in the first four or five sentences and the information about the second person in the remaining sentences.

Another method is to alternate between subjects in seccessive sentences.

A third way is to deal with the objects in the same sentence.

And, of course, it is possible to combine these various methods.

Analogy

A special kind of comparison is the analogy, a comparison of two things that are unlike but that have similar attributes. The analogy is especially helpful in explaining the unfamiliar in terms of the familiar.

4. ANALYSIS (DIVISION AND CLASSIFICATION)

Analysis is the process of dividing a subject into its component parts. It is an effective way of organizing material when the subject is rather complex. In using this process, the writer splits his subject into smaller parts in the topic sentence and then develops each part in turn, using any suitable method of development.

Topics that are easily separated into chronological, spatial, or structural components are especially suitable for analytic treatment. A chronological analysis divides on the basis of time. You would use this method if you were going to explain a process (tell how to take or do something) or analyze a historical event by dividing it into periods.

When there is a need or desire to divide a subject into geographical areas or geographical subdivisions we are using the type of analysis which is sometimes called spatial analysis.

A structural analysis divides a subject into its parts, types, elements, and shows how these subdivisions are related to each other to form a whole.

5. DEFINITION

No other mode of development is more important than definition. In your writing, you will frequently find it necessary to state clearly the meaning of a word, a concept, a process, an activity. The most basic kind of definition is the logical definition, in which you state the concept to be defined, put it into a category, and then distinguish it from all other members of that category. For example, an editorial belongs to the category of article in a periodical and may be distinguished from other kinds of periodical articles by noting that it expresses the opinion of the editor or publisher. In addition to using logical definition, you will also often employ examples, details, comparisons, and the like to enhance the definition of your subject.

6. ANECDOTE

The anecdote is a pattern of development similar to illustration. By definition the anecdote is a short narrative of some incident, frequently personal or biographical, to illustrate an idea. When you use an anecdote to illustrate your controlling idea, make certain that it is concise and to the point. Do not develop it to such length that the reader forgets the point it was intended to support.

LOS MEDANOS COLLEGE

FIPSE SEMINAR
May 4, 1982

GUEST TODAY: Mariene Griffith of Laney College

QUESTION OF THE DAY:

"How do I help make writing on subjects outside of a student's own experiences become a learning tool?"

GUEST'S RECOMMENDATION:

Use of a writing log and a technique she called "Think Writing."

"THINK WRITING"

What?

The key is to get the students to record their true feelings, reactions to, and questions about the subject matter of the course.

While it is not entirely free writing (responding to course content), it should be ungraded, informal, and doesn't end in any formal presentation to the instructor.

It can be utilized by students in all classes, business, science, art, etc., and it is "focused writing" in response to a particular subject matter presentation. It is "Think Writing" in that students are asked to write their thoughts in response to the content of the course.

Why?

Instructors' experience and studies seem to indicate that differences in short-term achievement of classes using "Think Writing" do not appear to differ significantly from regular classes. Long term retention shows considerable improvement.

Recommended reading on such studies is in classroom and research study #5 by the Bay Area Writer's Project, entitled "Two Studies in High School Science."

"Think Writing" leads the student to discover their own "relevancy" and structure whereby their own mind handles these concepts.

How?

By writing in class, first, with no revision allowed. Some dialog between the student and instructor may be necessary to clarify what is really wanted - a thinking reaction - rather than a "formal summary" of notes.

"Must be in a separate book" says Mariene. She has tried and it doesn't work unless separated from other assignments.

CLASS RESPONSE TO PRESENTATION

Math	"Verbalizing the process might help avoid memorizing the recipe"
Chemistry	"This may be a way of having a student actively participate in the process of problem solving. You can generate your own formulas as you solve a problem rather than memorize them.
Business	Would help in understanding the concepts of profit-corporation, etc., if had to think them out."

Nursing "Might write in journal what you learned at the hospital today."

ATTACHED MATERIALS

Log of a student, "Charles," from a course on Reading Plays Aloud, (not an outstanding student) Started by writing for teacher. Began to let himself reflect and pose questions. Ended by internalizing the play and bringing it out in his own contemporary language and thought. "He made it his own."

Article by a British School Teacher. Why she "wrote," and how she felt it helped her in the learning process.

FINAL COMMENTS

Students are not used to writing as a learning activity. Don't correct journals - encourage response. It takes 2 to 3 weeks to develop a rapport between student, log, and teacher. A model of what you have in mind may help. Do collect and read the logs. The writing activity is not to be graded - except to penalize those who do not participate.

JOURNAL ENGLISH 48E

September 21, 1981.

When I began this course, questions were already running thiought my mind; "Why, then, should any student take time from his or her academic career to read such old plays? Why, during junior and senior high school years, that it is recommended to be exposed to such text? How can we find it useful in the world we live today?"

I - myself, have very little or no in-depth exposure to these classics; I might find it hard just to understand, as I read the plays.

As we began with "Antigone," the parts would read endlessly. I thought it would take forever to recite such lines. I found that frustrating! A few words would have been enought, to get the point across.

After a while I began to get use to it, and realize: "Hey, I believe that there is a story here - that can be enjoyed."

September 23, 1981

Antigone

It was right for Antigone to stand up, and to act what should have been right. Confronting Creon, and in view of the people of Thebes, expressed herself that, not always is the law right. I found her as a model for the women of the city, since women are considered to keep a low profile.

The play had progression, I liked that; beginning strong with Antigone putting her foot down, "It's not right!" Creon commanding, "but it's law." The peoples thoughts, "are you sure?" Then finishing with Creon's, "Why me!"

I noted that once a character makes a decision in the plot, he or she would be determined to carry it on.

Antigone - To bury her brother or be killed
Creon - to keep what is law.
The Guard - Didn't want to be burden by? of the crime. Had to find the doer
Haemon - "If Antigone doesn't live, then why should I. Love first before law."
Eurydice - "Then I too, will go, not to turn back."

FIPSE SEMINAR EDUCATIONAL SERIES

TITLE: In-Class Writing As a Learning Tool

GUEST CONSULTANT: Marlene Griffith, English Instructor
Language Arts Department
Laney College
900 Fallon Street
Oakland, CA 94607
(415) 834-5740

DATE: October 20, 1981

TIME: 2:30 p.m. to 4:30 p.m.

PLACE: Los Medanos College Conference Room

GROUP CHAIR: Ross MacDonald, Language Arts Instructor

NOTE TAKER: Andres Ortiz Ochoa, Voc. Tech. Instructor

The seminar was started on time by Mr. MacDonald's call to order and opening reflections regarding today's presentation, a part of the pre-planned FIPSE program for the 1981-1982 school year. Thereafter, our guest consultant introduced herself and requested the group to do the same. This gracious act on the part of the instructor gave the group the opportunity to become psychologically adjusted and ready to deal at an intellectual level with the interactions expected by the presentator.

MAIN TOPIC: FOCUSED, FREE WRITING

What is Focused, Free Writing

Focused, free writing is a type of writing which can be utilized in any classroom, ranging from math, chemistry and economics to welding. The writing can be done in class or out of class, for any period of time, ten minutes or longer. It is an ongoing form of writing useful for finding words for half-formed ideas, thoughts or understandings.

Main Purpose of Focused, Free Writing

The main purpose of this type of writing is the concept of writing to think. Writing to make clear what we understand and what we don't understand. Writing to discover what we almost know, or what we didn't know we knew until we started writing it. It is a type of writing which makes a connection with what is taught in the classroom, whether it is a new technique, concept or presentation. It takes the information presented and helps to make it your own. The writing is focused, but free. It can be directed of left open. Once the writing has a focus established the student is permitted to try to think on paper, to try to make a connection, to try to get some order and some understanding.

Main Characteristic of Writing

The most important characteristic is that the writing is not graded or judged. This, combined with this type of writing, permits risk taking which no one would take in a test situation.

Benefits of Focused, Free Writing

The process of writing and putting it down on paper is a way that all of us can conceptualize. Once we have it conceptualized we can somehow say, "That's not what I mean", or "Yes, it is what I mean", or "I don't really understand it". This kind of writing done regularly has all kinds of direct and indirect benefits.

The direct benefits are:

(1) An ongoing activity that says here is the material, lets give the student a chance to make it, without any possibility of failure.

(2) It gives the teacher a sense of what the student is thinking, and what is not clear.

Generally in school the priorities are showing what you know. That is what testing is all about. It teaches many students how to "fake it".

The indirect benefits are:

(1) The single most general point is that this type of writing gets students to write a great deal and to practice, even though it may not get them better IA papers.

(2) It gets students used to thinking on paper.

(3) It gives students the chance of getting into the habit of sitting down and writing.

(4) In this kind of writing students make clear what they don't know.

(5) Students discover that in the process of writing they get ideas and find understanding and connections.

At this point in the meeting, ten minutes were given to writing and thinking on paper about how what was presented here earlier during previous sessions could possibly become a useful part of the working, teaching life. Two minutes were then spent reading one anothers papers. A discussion took place to see what ideas and thoughts had been brought up by the speaker's presentation and views.

Writing: A Useful Tool for Students

The point to make clear to the students is that this writing is for their service, not the reader's service. The writing does not have to be worked into formal papers, it can be, but does not have to be. It is a writing to think, to organize material, to get understanding of what is really thought and what is truly understood. This type of writing is a means for students to uncover ideas, a chance to range back and forth with words and in writing and to see what kind of connections the student can make with material which is presented to them.

Adjusting to Focused, Free Writing

Concern was expressed that some students, unless otherwise pushed by an assignment, might not pull anything together. The teacher might end up with papers of a page or two of, "the sky is blue".

Once students get engaged in focused, free writing it becomes a pleasant experience, they enjoy getting in touch with their own thinking and ideas.

Getting comfortable with focused, free writing takes awhile. In the beginning a focus can be given. Once the student is really serious about it the student will go with it.

Putting Aside Conversational English Rules

Students, whether beginning or advanced, should be given the opportunity in the classroom to use language to write, to think and to free themselves of the usual rules, for example: how to revise their writings, how to polish their writing, how to make it correct, how to make the argument persuasive and so forth. These rules should be put aside to let the student concentrate on focused, free writing, on writing to think.

Focused, Free Writing: The End Result

The real pupose of this type of writing is **NOT** to improve the student's writing in any kind of measurable scale. Rather, the purpose is to show that language and writing are wonderful tools for thinking, getting hold of ideas and making connections.

4/20/82 FIPSE NOTES

Mary Kay Healey - Co-director Bay Area Writer's Project

Brief Overview of Bay Area Writer's Project

- 25 of best teachers at all levels in Bay area 1.) taught each other their best lessons and 2.) wrote extensively in a five-week summer course.

This cycle has been repeated since 1974.

Emphasizes connections between writing and learning. But traditional writing, for the most part, is only handed in as a finished product. Advocates change.

Brief Overview of Recent Research on Writing

- One finds out about writing by finding out what writers actually do.

  People write more readily about things they are interested in than other things.

- Remedial college writers get hung up on mechanics before almost any thoughts are down on paper, "premature editing".

- By writing, students can learn to process information from various fields.

- Because of fear of assessment by impersonal teacher, students hesitate to take risks in writing.

Thus, (see handout #1)

- Provide students with sense of audience - to whom paper is addressed.

- Provide opportunities for expressive writing, which is individual opinion, speculation, non structured, not intended to be evaluated.

Brief Free Writing Exercise

Conclusions:

Writing is generative - it stimulates you to think of things you hadn't thought of before. Students should be taught to write as a means of stimulating ideas, which occurs while they write.

Hearing others' papers acts as catalyst to one's own thinking.

We were generally not taught to write in school.

Implications for Writing in College Content Classroom

(See handout #2)

Distinctions between first-draft writing and second-draft writing.

Emphasized the response stage, causes students to reflect about their writing.

Learning log assignment - premise: You don't really know something until you try to explain it to someone else. As students are presented with information, the teacher asks students to summarize what they know so far. THIS IS NOT A TEST. (See handout #3)

- Helps students define for themselves what they do and don't understand.

- Intends to help students' learning.

- Initially students consider it a test even when you tell them it isn't.

In-class Exercise - Write for Four Minutes About What You Already Know on a Topic

In this case the American Revolution.

- Helps students know they are all equally ignorant.

- In small groups we can learn things from each other.

- Generates questions, stimulates interest.

HANDOUT #1

SENSE OF AUDIENCE CATEGORIES

Child (or adolescent) to self

Child (or adolescent) to trusted adult

Pupil to teacher as partner in dialogue

Pupil to teacher, particular relationship

Pupil to teacher seen as examiner or assessor

Writer to his readers (or his public)

FUNCTION CATEGORIES

(Expository)

TRANSACTIONAL

-writing in which it is taken for granted that the writer means what he says and can be challenged for its truthfulness to public knowledge. (Reporting, instructing, informing, theorising)

-writing most used in schools.

EXPRESSIVE

-form nearest to speech

-matrix from which all other writing comes

-crucial for trying out and coming to terms with new ideas

-loosely structured and context bound

-makes assumption of an interest in the writer as a person as well as in his subject matter.

(Creative)

POETIC

-the writing is an end in itself

-writer takes it for granted that the reader will experience what is presented

-writer shows an awareness of symbolic, aural or visual qualities when shaping the verbal construct.

from: The Development of Writing Abilities, James Britton, Macmillan Co., London, 1975.

For EXPRESSIVE WRITING: Do not be discouraged if:

- students don't write much at first

  This may be a new experience for them. They need to hear many examples, both from other students and from the teacher, before they become fluent.

- students' initial attempts at expressive writing lacks candor and authenticity

  Because this is a new experience for students, they haven't yet developed the trust in you, their audience, which enables candor to emerge. Be encouraging in your comments and ask students genuine questions about what they write.

- students reveal in their writing that they clearly don't understand what you've been attempting to teach them

  Use this information as a valuable insight into the teaching-learning process. By questioning, try to elicit from the students more specific information about the state of their understanding and build from there.

For SMALL GROUP WORK: Do not be discouraged if:

- some students don't want to share their papers with other students

  This may be an indication of the student's lack of confidence in her/his writing ability. Do a great deal of whole-class response to papers initially in order for students to become accustomed to the process. Then, if some students are still reluctant, work with them alone or with another reluctant student until they feel more comfortable with this process.

- some students make superficial or un-helpful comments in small groups

  As in the comment above, whole-class response to papers helps to underline the importance of specific, thoughtful response. Also, it is advisable to tape the small groups in progress, and, after listening to the tapes, play back to the class examples of particularly notable response. Class discussions of the characteristics of a helpful response partner helps to focus attention on what is expected in the small groups. If all else fails, conference individually with the student about what is lacking in his/her response to writing partners.

- some students don't feel they've been helped by their writing group

  Examine the drafts of the students' papers, looking especially for suggestions which have been made by the group and the consequent revision made by the writer. If necessary, speak to the writer's response group about the nature of the suggestions they made. Make you own suggestions to the writer and perhaps suggest also that the writer join another group.

- some students fool around in the group and ignore the work at hand

  Be particularly alert to the evidence (or lack of) of revision in their papers and specifically comment on it. Also, sit with a troublesome group and model response behavior for them. If these methods fail, either disband the particular group or LOWER THE BOOM in whatever way fits you particular style as a teacher.

HANDOUT #2

FIRST DRAFT WRITING

- Done to work out what one thinks or understands about something
- Is tentative & exploratory in form
- Done for self or trusted adult/student audience

* * *

- Gets a response from the teacher or from class members
- Is checked into the grade book for credit
- Is not graded or corrected for mechanical errors

RESPONSE

FROM:

SELF

PEERS

TEACHERS

PARENTS

FRIENDS

FINAL DRAFT WRITING

- Done to demonstrate "final" thinking on a topic
- Done with careful attention to content and mechanics

* * *

- Is evaluated & corrected by the teacher
- Is handed in WITH the previous drafts
- Is entered in grade book after students have made corrections

Note-taking or copying		Note-making or personal writing
is counter-productive for the following reasons:		is productive for the following reasons:
1. Passive transfer of information.	________	1. Active processing of information.
2. Reduces development of comprehension of new ideas.	________	2. Extends development of comprehension of new ideas.
3. Non-diagnostic of learner's problems.	________	3. Diagnostic of learner's problems.
4. Uses a single variety of writing.	________	4. Encourages diversity in varieties of writing.
5. Incidental to learning process.	________	5. Central to learning process.

from page 15: An Investigation of Secondary Student Writing Across the Curriculum and Some Suggestions for School Language Policies, York Borough Board of Education, Toronto, Canada, 1980.

"I'm a little mixed on what to write....Literacy is "inter-connected with" infant mortality because you have to read to understand health etc. It shows how population is high in some countries and in other countries not so populated. The facts show that many subjects, such as infant mortality, life expectancy, literacy, G.N.P., and population, can fit together in the world as global problems.

This, I'm pretty sure, doesn't make that much sence to you. It's ha for me to explain it. I think I really have to get into our subject more for this quarter to explain it. I think I really have to get into our subject more for this quarter to explain my answer(s) better.

You don't have to write any comment to this (if you were) because _I_ don't think _I_ understand what I wrote?????

Oh, brother!"

* * * * * * *

"I understand that Life Expectancy means how long you are going to live. That's all I understand about that. Infant Mortality, what a funny word. Infant means baby or small child, but mortality means how long a baby is going to live. Why don't they just say Child or baby Expectancy, i ' be a lot easier. Japan has the lowest Infant Mortality because it has a large G.N.P.? Literacy means can you read and write. Your not supposed to confuse literacy with being smart or dumb. Russia has a lot a Literacy? Population means how many people in a area. They have 9,000,000 on the island they call Jap . No wonder the people are so little."

* * * * * * *

"I didn't learn much but I did learn something thow it is one big blerr. If you have bad GNP there would be Infant Mortality which would cut down population I can't get the rest

What I don't get is how it all ties in and how life expectancy and infant mortality have to do with globel pro lems."

* * * * * * *

"I learned that countries with a high G.N.P. are countries with lower infant mortality, longer life expectancy, higher literacy, and pretty well controlled population. These countries, since they have a high G.N.P. they can afford good medical care, good education and good scientific knowledge and investigations. (I don't understand Peter R.) The unit is easy and educational, but borning. I hope that later in the unit we start some projects to do in class."

JOURNAL ENTRIES: THE RENAISSANCE

I think it is kind of good that people stuck with what they believe in. If there was no Renaissance period we just might still be like people in the Middle Ages. Maybe, Maybe not. I think that the church was too powerful, even in the Renaissance. How the Middle Ages lasted so long before the Renaissance is beyond me. I think Popes used their power very unwisely.

- 12 year old girl

What is the Renaissance all about? The Renaissance to me is all about famous people and weird things that happened to people, and the way they were treated by the church when they did something wrong to make them get panicked.

- 12 year old boy

It was a time that I think everyone was happy. Wouldn't you be happy getting off the dumb manor system? I was wondering where the people lived. I wanted to know if their homes were above or in back of their shops. It must have been a fun time. When I see commercials for the Ren. faire everyone looks happy. I think I know mainly what the Ren. was like.

- 12 year old girl

I think the Renaissance was a much different kind of time from any other time. I learned that the Middle Ages was a much crumier time to live in then the Renaissance time. People had much more freedom during the Renaissance and they didn't have to work like the serfs.
I also learned that religion wasn't as important as man was, during the Ren. time.

- 11 year old girl

The Renaissance began when man began to question things he didn't understand and think of life on earth more than after death. Other men started to explore unknown lands, conquer it, set up colonies there, and to trade with the east. Feudal estates died, towns grew up, and a whole new type of life began in Europe.

- 12 year old boy

I am learning about fames people and what they do and about their way of scence and how the sun is the senter of the unverse and that all of the other planets go around the sun and how the young cherden grow up and how they eat is with their fingers. thats what I lean about the Renassance.

- 12 year old boy

F.I.P.S.E. Notes

5-28-81

Notetaker: Jay Cameron

Mary K. Healy - Bay Area Writing Project

A brief examination of how writing is [redacted] evaluated in England where it was discovered that students are familiar and comfortable with writing for an examiner or assessor. In fact, the student's audience for writing should be more varied.

British researchers also focused attention on the Functional Categories of Writing: Transactional, Expressive, Poetic.

Transactional = Expository

Expressive = Natural speaking voice for writing

Poetic = Creative

Expressive Writing

- Should be encouraged more because it establishes a vehicle whereby people can reveal areas that are familiar in terms of what they already know as well as areas in which they are unfamiliar or unknowledgeable.
- Allows the instructor to establish a dialogue with the student, especially in instances where there is an effort to evoke questions from the student.

Writing is not exclusively a way of proving what has been learned. Moreover, writing is more closely a way of writing through something (subject or topic) for understanding.

Having students work in small group process should be encouraged, especially in having students respond to each others work. Since the work is considered as first drafts, students are expected to do revisions or rewrites.

The use of the journal is highly recommended to facilitate expressiveness in student writing.

Name______________________

SMALL GROUP PROCESS

Stages in the writing process:

prewriting writing responding rewriting evaluating

Small group response sessions should occur before rewriting. This gives the writer a chance to try out the writing and get feedback from the reader before revision.

I. Preparation for small group response sessions:

- A. Build in awareness of audience in the writing process
  1. Students need to develop a sense of how an audience (reader) reacts to their writing.
  2. The teacher can model this reaction by responding to the students' writing rather than by correcting it.
     Example - teacher reacting to journal writing or other expressive writing.
- B. Build in a sense of clear and effective language
  1. Hand out dittoed work by professional or student writers.
  2. Students underline parts they like and read those parts aloud.
- C. Build in the skill of being a good response partner
  1. Overhead transparency of draft of writing for whole class response.
  2. Emphasize questions to ask the writer.
  3. Ditto of student writing for individual response followed by whole class discussion of the quality of the response.
  4. Role play "A good response partner"
     "A bad response partner"
  5. Model a small group in front of the class for the rest of the class and ask for comments and suggestions.

II. Beginning small group sessions

- A. Allow the class to move into self-chosen small groups
  1. Optimum group size will range from 2-5.
  2. The teacher should move from group to group to aid in discussion.
  3. Tape recording selected small groups provides helpful information for the teacher.
- B. Periodically review with the class the qualities of a good response partner.
- C. Evaluate with the class how the process is going and suggest ways of improving.

III. Evaluating small group work through student writing

- A. Always collect both drafts of papers and make comments on the differences.
- B. Always place the emphasis on the revision process.
- C. Use class examples of before and after drafts for class discussion.
- D. Include participation in small groups as part of total evaluation.

103

In a recent (Fall-Winter 1980-81) issue of Teaching at Berkeley, professors at U.C. talked about how they included different uses of writing in their classes:

Written contracts define student responsibilities

A number of faculty members teaching field studies courses have discovered that having students develop written contracts detailing their work at the client agency is one of the most effective ways of guaranteeing a worthwhile learning experience.

Over time, the **Psychology** Department has added a written "contract" outlining the student's duties in the placement agency and the kind of supervision he or she will receive there. "The value of the written contract," explains Professor Philip Cowan," is that it helps the student and the agency supervisor clearly understand each other's expectations for the placement." Originally suggested by a TA, the contract is written by the student and the agency supervisor and submitted to a TA for approval. If there are problems with the contract, it is returned to the faculty member.

A similar approach is used in **Public Health.** Several weeks after beginning an internship, students in consultation with their field supervisor write up their learning objectives and submit it to the faculty advisor. This establishes an efficient three- way communication network between the student, field supervisor, and faculty member.

Conservation and Resource Studies has developed a seven-page Internship Application Proposal which is much like a contract. Students are asked to provide information on their backgrounds, objectives, contacts with a faculty sponsor, and the bases on which their work might be evaluated (e.g., field journal, term paper). These materials together with information on the placement agency and a letter of agreement from the agency are reviewed by the Internship Coordinator, Alan Miller, the faculty advisor, and the department chairman.

Keeping journals aids student learning

Requiring students to record their field experiences and observations in a journal or logbook is one indirect way an instructor can monitor the progress of each student.

In her course on *Writers in Society*, Valerie Miner, Lecturer in the **Field Studies Program,** notes that student journals often reflect the "nervous enthusiasm" of students venturing into the outside world: "As the term progresses, the tone changes from hysteria to confusion to disillusionment to understanding to pride, back to a more seasoned enthusiasm for their internships and this new way of learning about literature."

"Field notes help students reconceptualize their learning experiences," Miner explains. She encourages students to use their journals to synthesize learning from different sources, to comment on assigned readings as well as on difficulties in adjusting to the placement setting.

At the beginning of his Field Practicum seminar, **Social Welfare** Lecturer Stanley Weisner gives students a brief sheet with instructions on how to keep a journal, and encourages them to view it as a serious undertaking. He requires students to submit their journals weekly and comments on them either individually or in general terms in the seminar.

Architecture Instructor Mary Comerio reviews student journals biweekly in her *Community Design* course. She urges students "to record their perceptions and feelings as they assess what does and doesn't work in the field setting." For each week's topic, the students are given a set of questions to think about as they analyze their experiences in such locales as Oakland Better Housing, Berkeley Architectural Heritage, and the De Young Museum. Comerio believes "the students' understanding comes from a combination of working through these exercises, and making entries about their observations in the journals."

Note-taking in the field is an essential part of *Field Course in Archaeological Methods* offered by Lowie Museum Director James Deetz. Undergraduates enrolled in this **Anthropology** course participate with field project researchers in the investigation and reconstruction of Somersville, a vanished Contra Costa County mining town. Students make weekly trips 34 miles east of the campus to the foothills of Mount Diablo, to dig at the site of this coal mining town which was active from 1856 to the late 1870's.

"We ask students to keep careful field notes," Deetz explains. In class, as well as at the field site, Deetz provides directions for taking archaeological field notes. Students construct their summary course reports from these notes, and submit both at the end of the course. In the absence of a textbook, the information recorded by students becomes an important part of the collected resources for future course offerings as well as for the long-term research project.

Term papers combine readings with field work

Term papers are frequently required in field studies courses as a mechanism for helping students integrate the field experience with assigned readings. In a two-quarter course exploring *Social Work as a Profession*, Stanley Weisner, Lecturer in the **School of Social Welfare,** asks students to prepare a detailed description of the client agency for the first major assignment. The paper must analyze the agency in the following terms: its structure, function and theoretical organization; the population it serves; and the on-site services performed by students. These aspects are to be assessed in the context of the course readings.

For the second quarter's final assignment, Weisner's students are asked to write a critique of their own first-quarter analysis, to examine some of their observations in a sociological and political context, and finally, to attempt some self-criticism of their own role at the agency.

Political Science Instructor Kathleen Farnan assigns frequent short papers to correspond with course readings for students in the *Political Internship Program.* The readings for Political Science 197 A-B are taken from "both literary and social science sources dealing with problems of observing and participating, understanding various language systems, using roles and labels, and examining questions of professionalism and political ethics."

Students in Professor Philip Cowan's *Psychology* 131 A-B course explore psychopathology and psychotherapy in both the classroom and in Bay Area mental health agencies. The first quarter focuses on abnormal psychology, understanding the experience of mental illness, while the second quarter emphasizes theories of intervention, investigating and evaluating new and traditional approaches to psychological intervention.

The major course assignment encourages students to synthesize course readings with their own experiences in working with patients. The task is to demonstrate how two or three of the intervention theories apply to the individuals in the placement settings. Cowan stresses that the assignment is not simply "a case study description, since the point is to demonstrate 'How intervention follows from diagnosis.'"

Journal Keeping In A Content Course - Richard L. Coffinberger, Dept. of Business Administration

The purpose of this presentation is to introduce journal keeping and to describe a modified journal keeping experiment which facilitated content recall and understanding especially for the average and below average student. The group members identify definitions of journal keeping and its primary benefit(s) for students. Next, the do's and don't's of writing journal keeping instructions are discussed by the group and then each group member creates a model journal keeping instruction sheet for a course which he/she teaches in which journal keeping has not been utilized. Finally, the results of a questionnaire survey of my undergraduate law students are presented for duscussion and analysis.

Grading Anxiety: The Process of Evaluation and Student Writing - Gloria Fauth, Dept. of Education

Many, if not most, teachers evidence signs of stress when report cards are due. This presentation begins with an activity designed to enable participants to clarify their views of the process of evaluation, the relationship between evaluation and assigning grades and their criteria for grading particularly as it relates to student writing. The process used does not suggest a single "right" answer but does suggest that there are important questions that teachers must answer for themselves.

Four philosophies of writing are presented. The implications of each position for evaluation and grading are demonstrated through handouts and activities.

Alternative methods of evaluation are described and research findings on the effectiveness and appropriateness of their use are discussed. In addition, a variety of ways of commenting on student writing and the effects of these on students is demonstrated.

A final activity allows participants to develop several kinds of assignments which include criteria for evaluation and grading based upon the day's experiences.

Time required: 6 hours
Maximum number of participants: 30

A Multi-Step Process to Aid Writing - Emmett Holman, Dept. of Philosophy and Religion

In this presentation I demonstrate a process that employs three techniques to aid thinking and writing about a subject matter: (1) the use of various forms of language--such as reading, listening to lectures, and discussion---as a pre-writing tool, (2) the use of familiar analogies as a pre-writing tool when dealing with a novel and difficult topic, (3) rewriting. The class is carried through a multi-step process which includes explanatory lectures on a topic, followed by class wide and small group discussions.

Some of the discussions focus on the use of familiar analogies as a means of getting a handle on unfamiliar concepts. The presentation ends with some writing on the issue and discussion of common errors that sometime require rewrites.

Time: 2½-3 hours
Minimum participants - 8
Maximum participants - 40

Using Creative Writing to Introduce Students to Literature - Erica Jacobs, Dept. of English

I have found that students who are reluctant to analyze essays, short stories, and poetry, bring more to the piece of literature if they write on the subject and perhaps in the style of the author before they actually read the work. The presentation describes particular creative writing assignments I use to lead in to a complex reading assignment. I share successful student papers and we do one of these writings and share methods of heightening student interest in other disciplines, to help students grasp complex and difficult concepts.

Quantification of Effort/Gain Ratio in Composition Development: A Mathematical Model or Fun With Graphics or A Nice Little Curve - James A. Metcalf, Dept. of Health and Physical Education

In all human endeavor, there is a relationship between effort and product. In writing, effort is reflected by the magnitude of the revision effort or the number of re-drafts completed. It is assumed that the quality of the composition is improved with each re-draft.. However, little attempt has been made to quantify this relationship. This author conducts short exercises to demonstrate the relationship between writing quality and re-drafting effort. Then, he examines his own experience and insights regarding the re-drafting process and, by application of calculas, presents a theoretical model which portrays the relationship between effort and gain in the composing process. Implicit in the model is the notion that the effort/gain ratio increases and the value of continued effort diminishes rapidly beyond three drafts.

Written Problem Solving and Analytical Thinking - Linda B. Samuels, Dept. of Business Administration

This presentation demonstrates written problem solving as a teaching/learning tool to assist participants to analyze facts and to reach decisions. The goal is improvement of critical thinking skills. Writing and thinking activities interrelate during the process to culminate in more effective learning. Each participant considers to what extent they are already using this approach in the classroom. By introduction to a format, and through example, participants learn how to take the steps necessary to understand the problem, focus on the major question, decide on an answer and support this decision. The model used is traditional legal analysis. A survey of pertinent literature. is also included.

Writing as an Aid to Learning - James F. Sanford, Dept. of Psychology

Writing is a valuable tool of learning, and in my presentation, I demonstrate and explain some of the ways in which the two are related. Participants are first presented with a brief folktale to read and then are asked to recall the story in writing. The recall invariably demonstrates certain kinds of errors that people make consistently because of their prior experience, expectations, etc. These writings are then used as illustrations in the discussion of psychological theories of learning and thinking. Finally, some of our knowledge about writing and the writing process is put in the context of these theories, and the ways in which writing aids learning are discussed. Participants are asked during the presentation to write some of their own ideas about implications for the importance of writing on learning and thinking.

Time: one to three hours
No maximum size of audience.

Enabling Students to Write for Professional Journals - Moira S. Shine, Dept. of Nursing

Writing for publication is one way to communicate to others and to expand knowledge in any selected field. Students in higher education, who are seeking advanced knowledge, can contribute to their field by writing for professional journals. In addition to contributing to their chosen profession, writing for publication is also a heuristic for learning about a specific topic. The purpose of this presentation is to develop a model to enable students to develop course papers into publishable manuscripts.

The presentation is focused in 3 parts: 1) the development of a publishable idea culminating in the writing of a query letter to an editor requesting consideration of a manuscript, 2) responding to the query letter of another student from the critical view point of an editor, and 3) assimilating the editorial response of one of their peers to their query letter in a constructive way.

Faculty directed discussion focuses on the following topics:
Stimulating ideas for writing (sources)
Audiences for writing
Available publishers
Contents of a query letter
Giving constructive criticism
Accepting criticism and separation of self (ego) from writing

The presentation is best done as an all day workshop with a lunch break.

The Reading/Writing Group: Making It Work - Christopher J. Thaiss, Dept. of English

I describe how groups of all sizes--from pairs to entire classes--can be used to
- generate ideas
- build writers' confidence and enthusiasm
- improve the quality of writing and thinking.

Using many examples of successful groups, I describe their democratic structure and why they work. During the presentation the audience tries out three types of groups: the pair for generating ideas, the triad for constructive criticism, and the whole-class discussion group Much of the presentation details ways to train group members to be perceptive, helpful respondents to the writing of others. The presentation suggests how groups can be adapted to different school and community settings.

Ideal time: 3 hours - full day
Maximum group size: Unlimited

What We Know About the Writing Process - Robert Gilstrap, Dept. of Education

This presentation is designed to inform university classroom teachers of our current knowledge about the writing process.

Focus questions:

1. What general principles or beliefs about the composing process currently influence your planning as a teacher of writing?

2. What general principles or beliefs about the composing process are supported by recognized research studies?

3. How have we reached this point in our knowledge of the composing process?

4. What still needs to be done in our efforts to better understand this process and how can you contribute to this growing body of knowledge?

Left, Right, Together: A Heuristic for Both Sides of the Brain, Robert E. Karlson, Dept. of English

In this presentation, I describe the major heuristic methods employed in the teaching of writing, though most of them can be used with profit in almost any discipline. An effective heuristic, or technique for developing subject matter, should help retrieve stored information, draw attention to information that the writer needs, and help prepare for the intuition of an ordering principle.

After categorizing the major methods as to left brain (analytical) or right brain (associative) emphasis, I then describe and if possible have listeners practice a heuristic method that employs both the right and left hemispheres--that is, it not only stimulates a free flow of associations but also structures them. If time allows, I also have listeners practice certain relaxation and visualization techniques designed to stimulate both left and right brain functions.

SOME BOOKS WHICH MIGHT BE OF INTEREST

**** 1. Barnes, et al. Language, the Learner, and the School. London: Penguin Books, 1971.

** 2. Berthoff, Ann E. Forming, Thinking, Writing. Montclair, New Jersey: Boynton/Cook Publishers, 1978.

* 3. Britton, James. The Development of Writing Abilities. London: Macmillan Company, 1975.

** 4. _______. Language and Learning. London: Penguin Books, 1970.

**** 5. Burgess, Tony, et al. Understanding Children Writing. London: Penguin Books, 1973.

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* 7. Dixon, John. Growth Through English. Urbana, Illinios: National Council of Teachers of English (revised edition), 1975.

* 8. Donovan, Timothy R. and McClelland, Ben W. Eight Approaches to Teaching Composition. Urbana, Illinois: National Council of Teachers of English, 1980.

9. Elbow, Peter. Writing Without Teachers. New York: Oxford University Press, 1973.

* 10. Emig, Janet. The Composing Process of Twelfth Graders. Urbana, Illinois: National Council of Teachers of English, 1971.

11. Flower, Linda. Problem-Solving Strategies for Writing. New York: Harcourt Brace Jovanovich, Inc., 1981.

12. Gray, Stephanie. Teaching Poetry Today. Portland, Maine: J. Weston Walch, 1976.

** 13. Grugeon, Elizabeth and Walden, Peter. Literature and Learning. London: Ward Lock Educational, 1978.

* 14. Haley-James, Shirley. Perspectives on Writing in Grades K-8. Urbana, Illinois: National Council of Teachers of English, 1981.

***** 15. Hailey, Jack. Teaching Writing K-8. Berkeley, California: Instructional Labs, 1978.

** 16. Macrorie, Ken. A Vulnerable Teacher. Rochelle Park, New Jersey: Hayden Book Company, 1974.

** 17. _______. Searching Writing. Rochelle Park, New Jersey: Hayden Book Company, 1980.

** 18. ________. Writing to be Read. Rochelle Park, New Jersey: Hayden Book Company, 1969.

19. Maimon, Elaine P., et al. Writing in the Arts & Sciences. Cambridge, Massachusetts: Winthrop Publishers, Inc., 1981.

** 20. Martin, Nancy, et al. Writing and Learning Across the Curriculum, 11-16. London: Ward Lock Educational, 1976.

** 21. Moffett, James. Active Voice: A Writing Program Across the Curriculum. Montclair, New Jersey: Boynton/Cook Publishers, 1981.

22. Moffett, James and Wagner, Betty Jane. A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers (second edition). Boston: Houghton Mifflin, 1977.

* 23. Myers, Miles. A Procedure for Writing Assessment and Holistic Scoring. Urbana, Illinois: National Council of Teachers of English, 1980.

24. Shaughnessy, Mina. Errors and Expectations: A Guide for the Teacher of Basic Writing. New York: Oxford University Press, 1977.

** 25. Stibbs, Andrew. Assessing Children's Language: Guidelines for Teachers. London: Ward Lock Educational, 1979.

26. Strong, William. Sentence Combining: A Composing Book. New York: Random House, Inc., 1973.

** 27. Torbe, Mike and Protherough, Robert. Classroom Encounters: Language and English Teaching. London: Ward Lock Educational, 1978.

*** 28. ________, ed. Language Policies in Action. London: Ward Lock Educational, 1980.

*** 29. Tough, Joan. Talk for Teaching and Learning. London: Ward Lock Educational, 1979.

** 30. Weathers, Winston. An Alternative Style: Options in Composition. Montclair, New Jersey: Boynton/Cook Publishers, 1980.

31. Zinsser, William. On Writing Well. New York: Harper and Row, 1976.

* Available from:
National Council of Teachers
of English
1111 Kenyon Road
Urbana, IL 61801

** Available from:
Boynton/Cook Publishers
6 Godrey Road
Upper Montclair, NJ 07043

*** Available from:
Ward Lock Educational
116 Baker Street
London, England W1M 2BB

**** Available from:
Education Department
Dillon's University Book Shop
Malet Street
London, England

***** Available from: Publications Business Office, Dept. of Education, 1615 Tolman Hall, University of California, Berkeley, CA 94720.

6 TEST-TAKING SKILLS

...Objective Tests

...Essay Exams

...Test Anxiety

...What Tutors Need From Instructors to Help Struggling Students Pass Tests

In one of the handouts given seminar participants, "Dealing With Test Anxiety", it is stated: "A test is basically a measure of test-taking ability, not a measure of self-worth, or even an accurate measure of learning....Studying and learning are very different behaviors than taking tests."

There are test-taking skills that can be acquired. For the students who have been taught these skills, the test will be a more accurate measure of their study and learning behaviors.

Objective Tests

A student's success on an objective test depends, of course, on his/her ability to read carefully and with comprehension; however, there are reading clues (tips) that the student should be made aware of. California State University, Fullerton, is the source of a handout, "Using Reading Skills to Answer Questions", that offers some of these clues. (See copy included at the end of this section.)

Essay Exams

There are specific ways of helping students pass essay exams:

1. Make sure they understand the terminology used in essay questions (see "Some Terms Used on Essay Tests" and "Words Frequently Appearing in Essay Test Questions" at the end of this section) and what it is you really want from their answer.

2. Do mini-sample test questions several times throughout the semester.

3. Give them examples of a good essay answer and why it is good. (See "A Good Essay Answer--A Poor Essay Answer" and "How to Answer Essay Questions" at the end of this section.)

4. Use diagram they have made to help them formulate the essay; perhaps let them use their diagram for the test if it's open-note.

5. Read the directions out loud and make sure they understand the questions, especially multi-part questions.

6. Tell them how to organize their time in answering essay questions; one quarter of the time allowed should be for brainstorming and organizing.

7. Help the students relate what they read (i.e., the concept being presented) to their own life, e.g., "How would your world be different if this had not happened?" Students must become personally involved with the concept and the question.

Test-Anxiety

Students can be helped to overcome the negative effects of test-anxiety if instructors will hold a class discussion on the subject and emphasize its positive aspects.

Neil Fiore, Ph.D., offers an excellent summary, "Dealing With Test-Anxiety", (see copy at end of this section) that instructors might want to use as the basis of a brief lecture or discussion. Some instructors might want to pass along their own favorite ways of dealing with test-anxiety, such as relaxation techniques, etc.

What Tutors Need From Instructors to Help Struggling Students Pass Tests

The struggling student can survive tests and even profit from them, if the tutor's and instructor's efforts are in concert. On the other hand, dissonant assistance from instructor and tutor can disorient and frustrate a student. The harmonious interaction between the instructor and the tutor is critical at test time. The following are some things to consider when helping tutors prepare students for tests.

Before the test:

1. Announce each test in advance so the tutor can begin working with the student at least ten days before the test.
2. Help the tutor feel free about saying "no" to the student who asks for help a day or two before the test. But also help the tutor know what they can do for that student.
3. Be sure the tutor knows the test format, what the test will cover, and what is expected from the students.
4. Make sure the tutor knows the relationship of the test grade to the course grade.
5. Try to predict for the tutor the degree of help needed for each existing tutee to prepare for the test. Formulate a specific plan.
6. Emphasize that tutorial help is in the form of questions which guide and prompt the student to learn how to find answers, not in the form of answers which leave the student dependent on others for his/her learning.
7. Remind the tutor that poor test performance is usually the result of a reading/writing difficulty. (Assuming that the motivation is there.)
8. Explain to the tutor that the tutee's test performance is not the same as the tutor's performance.

9. Be sure the tutor is clear on the kind of help you want given and the kind of help you don't want given.

10. Inform the tutor of any in-class reviews for the test

After the test:

1. Inform the tutor of each tutee's test performance.

2. Identify to the tutor any new students who, as evidenced by their tests, need tutorial assistance.

3. With the tutor, pinpoint what each tutee needs help with and formulate a specific plan for giving that help.

4. Seek periodic assessment from the tutor about the tutee's progress.

5. Be willing to listen to tutors' evaluations of your tests and grading standards.

LOS MEDANOS COLLEGE
LANGUAGE ARTS 6

INSTRUCTOR:
R. MACDONALD

SOURCE: MT. SAN ANTONIO COLLEGE

WORDS FREQUENTLY APPEARING IN ESSAY TEST QUESTIONS

COMPARE:	Tell how they are the same. Look for qualities or characteristics that resemble each other. Emphasize similarities. It is usually safe to note differences, too.
CONTRAST:	Tell how they are different. Stress the dissimilarities, or unlikenesses of things.
CRITICIZE:	Express your judgment about the merit or truth of the factors or views mentioned. Give the results of your analysis of these factors, but support your conclusions with facts.
DEFINE:	Tell what it is. Give concise, clear, and authoritative meanings. For short items it's o.k. to get this "right out of the book."
DESCRIBE:	Recount, characterize, sketch, or relate in sequence or story form.
DIAGRAM:	Give a drawing, chart, plan, or graphic answer. Usually you should label a diagram.
DISCUSS:	Talk about it. Examine, analyze carefully, and give reasons pro and con. Give detail.
ENUMERATE:	Write in list or outline form, giving points concisely one by one.
EVALUATE:	Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and your personal evaluation.
EXPLAIN:	Clarify and interpret the material you present. Give reasons for differences of opinion, and try to analyze causes.
IDENTIFY:	Briefly state dates, people, places or events which set this fact or figure apart or make it outstanding. Show that you know what it is.
ILLUSTRATE:	Use a figure, picture, diagram, or concrete example to explain a problem or show how something works.
INTERPRET:	Translate, give examples of, or comment on, a subject, giving your judgment about it. Tell the significance or "what it means."
JUSTIFY:	Prove or give reasons for decisions or conclusions, try to be convincing.
LIST:	As in "enumerate," write an itemized series of concise statements.
OUTLINE:	Organize a description under main points and subordinate points, omitting minor details and stressing the classification of things.
PROVE:	Establish that something is true by giving clear logical reasons and factual evidence.

WORDS FREQUENTLY APPEARING IN ESSAY TEST QUESTIONS, cont.

RELATE: Show how things are related to or connected with, each other or how one causes another, correlates with another, or is like another.

STATE: Present the main points in brief, clear narrative, usually omitting details.

SUMMARIZE: Give the main points in condensed form, like the summary of a chapter.

tm (12-12-78)

USING READING SKILLS TO ANSWER QUESTIONS

You will have little problem in taking exams if you have studied and learned the material. If you don't know the answer, you can use reading skills to help you pick out the most probable correct response in multiple choice or true-false questions. If you don't answer at all, you are sure to get no credit, so unless wrong answers count more than those left blank, you might as well take a chance -- an "educated guess"!

CLUES

a. Look to see if words like all, none, never, and no are part of an answer. Statements that do not allow any variation are often false:
   None of the men on the football team can crochet.
   Children never like school.
   All people in California have suntans.
   No person would sympathize with a cruel parent.

b. Look at the verb. Which answer would best complete the verb? Also, singular or plural words in which the question take answers in the same form.
   The causes of war...(plural word in the question shows answer needs more than 1 cause)
   The central idea is...(verb "is" shows answer should have 1 idea)

c. Look at answers that seem silly or unrelated to the topic. Cross these out to narrow the number from which to choose.

d. Look for key words in the question. Important words are often repeated in the correct answer.

e. Use your ability to chain. Relate the questions to all the facts you know about the subject. Information you learned outside the class may help you. Information given in other questions on the same test may help, too.

Dr. Allen Berger of the University of Alberta has developed some tests on subjects that are not familiar to most beginning college students. His purpose is to use them to demonstrate how the student may use his reading skills to make educated guesses on the answers. Dr. Berger points out that on a well-written test it would not be quite that easy, but his questions contain examples of kinds of questions that can be answered 90% correctly by use of reading skills. The questions below are related to social science, physics, and dentistry. You are not supposed to know anything about the subjects. This is purely an exercise in making an educated guess by using reading skills to answer questions. REVIEW THE SUGGESTIONS ABOVE.

_____ 1. What does an enclosed fluid exert on the walls of its container?
a. Energy b. Friction c. Pressure d. Work

_____ 2. Among the causes of the Civil War were:
a. Southern jealousy of Northern prosperity.
b. Southern anger at interference with foreign slave trade
c. Northern opposition to bringing slaves into California.
d. Differing views on the tariff and Constitution.

_____ 3. Why were the Republicans ready to go to war with England in 1812?
a. They wished to honor our alliance with France.
b. They wanted additional territory for agricultural expansion and felt such a war might afford opportunity to annex Canada.
c. They represented commercial interests that favored war.

_____ 4. What led to the formation of the States Rights Party?
   a. The level of Federal taxation.
   b. The demand of states for the right to make their own laws.
   c. The industrialization of the South.

_____ 5. The term "biological warfare" refers to
   a. The struggle of living things to survive.
   b. Use of disease-producing organisms to defeat or weaken an enemy.
   c. Conflict between evolutionists and anti-evolutionists.
   d. The use of drugs to help save lives in battle.

_____ 6. How far has the use of disease-producing organisms in warfare developed?
   a. The idea has been suggested but not developed.
   b. "Biological warfare" has been developed somewhat but not ready for use.
   c. Techniques for "Biological warfare" are developed and ready for use.
   d. "Biological warfare" was used extensively in WWII by saboteurs.

_____ 7. All diseases require medicine for their cure. (True or False)

_____ 8. If water is brought to a boil, it will certainly kill all bacteria. (True or False)

_____ 9. If drinking water is clear, it is always safe for drinking. (True or False)

_____ 10. Thermionic emission is the process by which
   a. The positive plate attracts electrons
   b. A cathode is heated.
   c. A.C. is changed to D.C.
   d. A material omits electrons as a result of being heated.

_____ 11. Rectification is the process of changing A.C. to
   a. D.C. b. voltage c. current d. resistance

_____ 12. To keep it from overheating, the plate of a vacuum tube is coated with a
   a. sheet of metal b. black substance
   c. oxide-like filament d. amalgam

_____ 13. In a triode, transconductance varies inversely as
   a. A.C. plate resistance b. amplification factor
   c. square root of phi d. is shown in Platte's law

Mark T if you think the item is TRUE, F if you think it is FALSE:

_____ 14. Impacted teeth may be the result of primary displacement of the tooth germ, endocrine dysfunction, trauma, and hereditary factors.

_____ 15. Simply stated, the epithelial attachment is a means of maintaining the continuity of oral epithelium over the underlying soft connective tissues. It was first described by Gottlieb in 1921.

_____ 16. Normally, there are not rete pegs on the epithelial attachment. If inflammation is present, formation of such pegs may occur as the epithelial attachment attempts to fulfill its function.

_____ 17. The heat generated by a rapidly revolving burr during cavity preparation may be sufficient to injure the dental pulp.

_____ 18. A periapical granuloma may become cystic.

_____ 19. The adult peridontal membrane may vary in thickness from .1 to .3mm, and the thickness is in direct proportion to amount of function.

_____ 20. There is no hope for the pulp of a young tooth which is inflammed.

_____ 21. There is no general causative relationship between enamel hypoplasia and dental caries.

_____ 22. Transient bacteremia may result from the manipulation of areas of oral infection.

_____ 23. Normal physiologic movement of teeth may occur throughout life.

_____ 24. We believe that the enamel and cementum develop from the ectoderm and that dentin, periodental membrane, and pulp are mesodermal.

_____ 25. The ameloblastoma may be solid, monosystic, or polyscystic.

Answer	Clues	Reading Reasoning
1. c	exert	Exert is an action word. You must exert something - in this case, exert pressure.
2. d	causes...were	These words demand a plural answer word. Views is the only one in the choices given.
3. b	length of answer	Research has shown that the longest answer is often the correct answer. When you have no other clues, this is a possibility.
4. b	repeated words from question	States Rights Party is in the question. "Demand of the states for rights is in the answer.
5. b	warfare	To "defeat or weaken the enemy" is aim of war.
6. c	relates to previous question	If answer "b" is right in #5, then these techniques are probably developed since the term "biological warfare" is in use. (chaining)
7. F	all	Statement allows no exceptions.
8. F	all	Statement allows no exceptions.
9. F	always	Statement allows no exceptions.
10. d	emission	Different form of the word emit, emission is something which is emitted.
11. a	A.C.	D.C. is usually associated with A.C.
12. b	coated with	black substance completes this statement. Also, "coated" means "covered" thinly with a liquid-type covering."
13. d	as	Sentence is correctly completed with is shown, making the statement read as is shown in Platte's law.

14. T	may	Leaves some room for exceptions. Does not say
15. T	looks like textbook	Key words and way of stating the information sound formal, like a text.
16. T	may	Leaves room for exceptions.
17. T	may	Leaves room for exceptions.
18. T	may	Leaves room for exceptions.
19. T	may	Leaves room for exceptions.
20. F	no	Statement allows no exceptions.
21. F	no general	Statement allows no exceptions.
22. T	may	Leaves room for exceptions.
23. T	may	Leaves room for exceptions.
24. T	believe	Leaves room for exceptions.
25. T	may	Leaves room for exceptions.

What items did you have difficulty with? Do you understand now how clues in reading can help point you to the right answer?

SOME TERMS USED ON ESSAY TESTS

I. **DIRECTIONS**: Match the following terms with their proper definition by writing the number of the definition in the correct blank.

_______	A. comment	1. Describe with sketches or charts
_______	B. define	2. Show how something is different
_______	C. analyze	3. Tell what it is
_______	D. compare	4. Explore the impact and meaning of something
_______	E. enumerate	5. Determine the worth or importance of something
_______	F. diagram	6. Give the main points concisely, one by one
_______	G. evaluate	7. Defend a position
_______	H. contrast	8. Show by example how it works
_______	I. illustrate	9. Separate the subject into its parts
_______	J. justify	10. Show how something is the same

II. DIRECTIONS: Same as above.

_______	A. outline	1. Make something clear to your reader
_______	B. prove	2. Express your judgment of something based on pertinent facts
_______	C. relate	3. Demonstrate by test, argument, or evidence
_______	D. trace	4. Talk about something in detail
_______	E. discuss	5. Condense, giving all important ideas
_______	F. criticize	6. Show how two things are connected
_______	G. explain	7. Put down a series of ideas with nothing else
_______	H. summarize	8. Follow the history or development
_______	I. list	9. Represent by words, related in story form
_______	J. describe	10. Classify briefly terms of main and subordinate points

KEY FOR SECTION 1: 4, 3, 9, 10, 6, 1, 5, 2, 8, 7.
KEY FOR SECTION II: 10, 3, 6, 8, 4, 2, 1, 5, 7, 9.

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A Good Essay Answer

Question: The fifteenth-and sixteenth-century voyages of exploration produced lasting changes in the political and social structure of Western Europe. Would you say that these voyages tended to hasten or delay the growth of national states? Explain.

Starts with a direct answer to the question. Preoutlines order of topics.	The exploration of the 15th and 16th centuries hastened the growth of national states. The reasons have to do with danger, wealth and trade, and prestige or pride.
Starts one of the reasons	One of the prime ingredients for the beginning of national states was a common danger from the outside. Because countries went to war over the right to control certain colonies and trade routes, they had to unite within in order to fight off an aggressor.
Transition Specifics Specifics Phrase to show relevance to question	Other forms of competition between one country and another contributed to the growth of national states. Competition for land and wealth was fierce. The resources of the new lands such as coffee, spices, and minerals, were considered valuable. Each country was eager to gain land because the products of the land meant more wealth, as when Cortez conquered the Aztecs. A united country could best succeed in this form of competition.
Afterthought to make sure relation of point to the question is clear.	These resources brought about by the new discoveries increased the power of mercantilism. With the opening of new trade routes, the Northern and Western European states were able to break the Venetian-Arab trade monopoly with the Indies. The colonization led to a system involving a state-contralled market between the colony and the mother country. This permitted the nations of Europe to become economically separate units, with no common market existing between them--a condition which fostered nationalism.
Amplifies with an example.	It is interesting to note that Italy, which did very little exploration, took longer to become a united nation than did the other countries of Europe.
Transition A new point which came to mind during the writing.	Another feature in producing national states was the national pride these voyages tended to produce. The voyages were financed by a national government. Any new discovery was associated with the sponsoring governments and added to the spirit of nationalism.

Compare this answer to a poor answer given to the same question.

A Poor Essay Answer

Interesting, but what does this have to do with the question?	The voyage of exploration is rather ambiguous as a term because actually there was no sudden burst of interest in exploring the world around them--they just were looking for easier trade routes to the Orient. This so-called age of exploration if it was indeed exploring was quite by accident.
But how does all this strengthen nationalism?	When the first countries colonized the "New World" every other country wanted to get in on it. However, to make voyages in the first place, knowledge was needed in shipbuilding and navigation. Henry the Navigator bettered the conditions of European states by contributing to navigation, maps, etc. He also began a school for navigation. Great effort was not put forth to build more and more ships and for each country to go and colonize for itself. An example of this would be when Spain started some colonies in the "New World," France, England, Holland, etc., started sending explorers and colonizers out.
No reasons given. Only a conclusion is being stated.	So the voyages of exploration didn't delay the growth of the national states. The voyages were all a part of the national states. The explorers who reached other lands claimed their find for their countries. These many voyages induced the growth of the national states.
Competition, wealth, trade, and pride are all suggested --but their relation to the development of nationalism is hard to see.	I think these voyages of exploration bound a nation together. The reason for this is that anything a group of people do together, and this was done by a whole country and not just its leaders, tends to unite them. Many times newly discovered lands brought great wealth to the mother country and new places for people to settle and raise families. Then when trading was carried out with the newly found places this again helped to unite the nation. People were also united in a common cause, this being to beat other countries to these places, for trade and colonization. The lands that were claimed, and the prestige and trade that followed those voyages, affected all the people of the country and made it stronger and richer.

LOS MEDANOS COLLEGE READING/WRITING CENTER

HOW TO ANSWER ESSAY QUESTIONS

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I. Some general remarks about essay questions:

In general, long essay questions are aimed at revealing your ability to make valid generalizations and support them with sound evidence, or to apply broad principles to a series of specific instances. The question will be directed toward some major "thought area." Essay questions are often, and rightly, called "think questions," or, more formally, discussion questions.

For example, in a literature course you might be asked to contrast two authors' implicit opinions about the nature of man. In an American History course you might be asked to discuss Madison's ideas on control of faction, as reflected in the organization of the legislature of the United States.

Short essay questions are more apt to be aimed at your ability to produce and present accurate explanations, backed by facts. A sample short question in a literature course might be: "In a well-organized paragraph, explain Poe's theory of poetry." In a History course you might be asked to list the major provisions of a treaty, and explain briefly the significance of each provision.

Many professors announce in advance the general area the exam will cover — concepts, issues, controversies, theories, rival interpretations, or whatever. Reviewing your lecture notes will also reveal which broad areas have been central to class discussion.

It is often possible to find out what kind of essay exam the professor usually gives: will he give a lot of short questions? Does he sometimes give just one long question? Ask him what sort of exam questions to expect.

II. Preparing for an essay exam:

Preparation for an essay exam, as for any exam, requires close and careful re-reading and review of texts and lecture notes. The emphasis in this kind of an exam is on "thought areas," however, Where do you start?

First: Ask yourself: What are the concepts and relationships involved in the material you are reviewing? Review your notes, omitting detail for the time being. Review major headings and chapter summaries in your textbooks. (Adapt this approach to the course you are taking, of course. In a Literature course for instance it will be essentail to review in terms of theme, plot, character, tone, and to dissect the readings, including critical opinions.)

Then: Boil you material down to a rather tight outline form.

Finally: Fit the necessary details into the concepts.

On an essay exam, even if it is an open-book exam, you will be facing the task of arriving at a sound generalization and then proving it, through the skillful use of detail, and you must therefore have the details at your command. But remember, not every detail is crucial. Select the details that best go to prove the concept.

Some students profit by making up sample questions and then practicing answers. If you have a standard textbook, try two or three large questions. (In a U.S. History course, for instance, you might set yourself to answering such questions as "Discuss the significance of the work theocracy in the government of the Massachusetts Bay Colony," or "Explain what John C. Calhoun meant by the term concurrent majority and compare his ideas to Jefferson's on majority rule.")

(Of course part of the groundwork is mastering the terminology used in any course. Some courses, such as sociology, require you to be able to manipulate terminology. Getting this out of the way is like tying your shoelaces before you run a race. It is not glamorous nor interesting, but lack of it can trip you up.)

III. Answering an essay question:

A. MAKE SURE YOU UNDERSTAND THE QUESTION.

Essay questions are very carefully and precisely worded. You will get no credit for answering a question you haven't been asked. Yet this is probably the most common error students make: they prepare carefully, and write out a lengthy and well-organized answer, and cannot understand why they fail. They fail because they have not answered the question they were asked.

AN ESSAY QUESTION ALWAYS HAS A CONTROLLING IDEA -- EXPRESSED IN ONE OR TWO KEY WORDS. Find the key words and underline them.

Suppose you were asked, "Describe the attitudes that Homer, Aeschylus and Euripides had toward the Gods." The two key words are describe and attitude.

Description is not judgement. You have not been asked for your opinion.

Your job is to state what the attitudes of the three authors was, not to say whether you agree or disagree.

Attitude is not the same as relationship. If you were asked to describe your attitude toward your parents, for example, and you replied, "We get along pretty well," you would not have answered the question: your relationship might be quite pleasant but your attitude might range from whole-hearted respect to secret scorn.

B. MAKE SURE YOU UNDERSTAND WHAT YOU HAVE BEEN ASKED TO DO WITH THE QUESTION.

Essay questions have various requirements. You may be asked to compare, contrast, discuss, criticize, define, explain, prove, evaluate.... Each of these verbs has a precise meaning.

Study the RSSL list of "Common Key Words Used in Essay Questions" and keep the points well in mind. You don't have to memorize the list, as you know each of these words already. Just make sure you are aware which word is used, and how precise its meaning is.

More important, each of these key "direction" words calls for a certain technique in answering. Here common sense is your best guide. What would you do if you were asked to contrast two methods of artificial respiration? Suppose you were asked to evaluate Pavolv's contribution to behavior therapy? Suppose, and this is a very common type of question, you were simply asked to discuss one of the above? For instance, contrasting two items involves making a preliminary analysis of similarities and differences in comparable categories, and then presenting the results in an orderly fashion, emphasizing the differences.

Evaluating means judging; you have to arrive at a judgement and then back it up with evidence. You are usually asked to evaluate something in terms of something else, as:

"Evaluate the Monroe Doctrine in terms of its effect on the United States' diplomatic relationships with France."

Discussing gives you a chance to go thoroughly into the subject from several points of view, and requires careful thinking and organization. In a discussion questions you may also give your opinion.

BUT GIVING YOUR OPINION DOES NOT MEAN SAYING WHETHER YOU LIKE OR DISLIKE, APPROVE OR DISAPPROVE OF, WHAT YOU ARE DISCUSSING. If you were asked to discuss Jonathan Swift's opinion of human nature, and you replied that you thought Gulliver's Travels was written in obscene language by a cruel and immoral man, you would deserve an F.

C. IF THE QUESTION SEEMS AMBIGUOUS, VAGUE, OR TOO BROAD, MAKE CLEAR YOUR INTERPRETATION OF THE QUESTION BEFORE ATTEMPTING TO ANSWER IT.

Essay questions are sometimes unintentionally, and sometimes intentionally, worded so that they may be interpreted in more than one way, or so that the question must be limited before it can be successfully answered.

Part of your job with such questions is to limit and restate them, tactfully and clearly.

HOW TO ASNWER ESSAY QUESTION (Continued)

1. An example of an unintentionally ambiguous question might be:

   "With what Balkan nations did the Allies fight in World War I, and under what circumstances?"

   The difficulty with the question is that "fight with" can mean either "attack" or "join."

   A tactful rephrasing might begin: Assuming that the question is directed to the military opposition encountered by the Allies in the Balkans, the first outbreak of hostilities occurred....

2. An example of an intentionally vague-seeming question is the following from the final in Psychology 5, a course given on the University of Maryland campus:

   "Discuss the factors leading to development of optimum mental health in adults. Incorporate the following: heredity, early training, family, social and economic factors, community, anxiety, etc."

   The difficulties are: (a) the phrase optimum mental health is as broad as a barn door, (b) the word factors can have more than one meaning, (c) the directions ask the student to "incorporate" heredity, anxiety etc. and again, the words are vague and the particular concept and approach required have not been specified.

   The instructor phrased the question (which was worth 35 points) in this manner in order to start students seriously thinking about the concepts and emphases embodied in the course, rather than parroting answers.

   The student, however, does not know whether the instructor presented the vague question this way intentionally or not.

   A tactful opening to a focused and intelligent answer is therefore needed. It might begin, "Before I discuss the development of optimum mental health in adults, I feel it necessary to define the term optimum mental health as used and limited in this course." Having defined the term, the student would become aware that the direction to "incorporate" anxiety, etc. is really a hint that he he is to discuss various potential ways of achieving or maintaining optimum mental health, including some difficulties the mentally healthy adult may have encountered and successfully overcome.

D. THINK, MAKE NOTES, AND PREPARE A ROUGH SUMMARY STATEMENT (THESIS) BEFORE YOU BEGIN TO WRITE.

   To write an essay, you usually work from a rough outline headed by a summary, or thesis statement. The essay is successful if prove to your reader, through the use of careful illustration and example, the validity of the thesis with which you started.

When you answer an essay question, you are trying to do the same thing: arrive at a valid answer, and then prove that it is valid.

The most successful way to do this is to take the time to get the question exactly in focus, make rough notes, and frame a one-sentence summary of your answer before you start filling pages.

> The people all around you will probably start writing before you do. Pay no attention. They may be writing bad, wordy, imprecise answers.

With your summary sentence right in front of you, write out the balance of your answer, drawing from your rough list of details and such others as may occur to you as you go along. (Check your sentences against your summary statement; are you sticking to the point?)

E. IF YOU HAVE TIME, GO BACK OVER YOUR ANSWER. PROOFREADING IT CAREFULLY FOR SPELLING ERRORS, UNINTENTIONAL OMISSIONS, ETC..

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DEALING WITH TEST-ANXIETY

I. PATTERN OF ANXIETY

THREAT	ANXIETY	BEHAVIOR
e.g. potential: -- disapproval -- low self-esteem -- helplessness	e.g. -- fight v. flight preparation -- increased heart rate -- sweaty palms	Facilitating or Debilitating

A. The THREAT can be exaggerated or distorted causing anxiety.

1. Thinking of a test, a grade, or school in general as a potential destroyer of my self-worth, will unduly increase the threat and the anxiety.

B. ANXIETY is a natural response to THREAT.

1. In order to survive we have learned to prepare to fight or run by being sensitive to situations which signal harm to our well-being.

2. Anxiety is not "bad" in itself.

C. The BEHAVIOR which responds to anxiety can help or hinder the accomplishment of the task or the reduction of the threat.

1. Anxiety CAN produce facilitating, task-oriented behavior. I don't have to respond to anxiety with debilitating, ego-oriented behavior.

II. REALISTIC VIEW OF THREAT

A. If I want to reduce ANXIETY, I must view the threat realistically.

1. A test is basically a measure of test-taking ability, not a measure of my self-worth, or even an accurate measure of learning. I must:

a) STOP telling myself I am stupid and unlovable if I don't pass the test.

b) LEARN HOW TO TAKE TESTS.
N.B. Studying and learning are very different behaviors than taking tests. I must REHEARSE TEST TAKING.

2. I may feel helpless, when faced with a test, and even fear disapproval from the professor and my parents. Are these feelings based on reality? What will happen if I fail? What will I say and do to myself if I fail? -- hate myself? -- have a nervous breakdwon? -- not allow myself any fun? -- say I'm stupid?

a) I must examine my feelings and thoughts about tests to see if they're realistic and productive.

b) If I continue to believe that tests are strong threats to my my self-worth, and then imagine awful consequences of failing, I naturally have to protect myself.

i) Protecting-the-Self is usually done by cramming, not studying, or by getting sick. Then I can tell myself, "I'm not responsibile for the grade", and my Self is safe.

ii) If I STOP PUTTING MY EGO ON-THE-LINE, I won't have to go THROUGH THESE PROTECTING MANEUVERS.

III. ACCEPTING ANXIETY

A. Anxiety is a natural response to threat and doesn't mean that I'm automatically going to blow the test. Increased breathing and heart rate, sweating, etc., are to be expected, NOT WORRIED ABOUT.

1. I can control some of the physiological responses by taking a deep breath and exhaling completely, thus slowing down my breathing and gaining some conscious control of myself. I can also tighten my muscles, e.g., making a fist or curling my toes, hold the tension for a few seconds, and then release completely. This will lead to some relaxation and more conscious control.

2. Remember that anxiety is natural, and can be facilitating, will lessen my fear of the physiological responses.

IV. BEHAVIORAL OPTIONS

A. Debilitating response to anxiety: Ego-oriented anxiety

1. Characterized by self-orientation, thoughts of inadequacy, helplessness fear of punishment, and disapproval, self-blame, and guilt.

2. STOP FOCUSING ON EGO-ORIENTED THOUGHTS. Just as I turn my eyes from the headlights of an on-coming car, so I must turn my attention from thoughts about myself.

B. Facilitating response to anxiety: Task-oriented anxiety

1. Characterized by task-orientation, examining the questions, determining the time appropriate for each, bringing together my ideas in a cogent response.

2. CONCENTRATE ON ANSWERING THE QUESTIONS. Keep your eyes on the road, avoid headlights and distractions.

Neil Fiore, Ph.D.
11/3/75

jl (11-14-79)

DYSFUNCTIONAL TUTEE STYLES

The majority of contacts between a tutor and a tutee go rather smoothly - both parties honestly and effectively engaging in the learning process. However, there are some tutorial encounters that do not go smoothly because of a disruptive affective or attitudinal dimension presented by the tutee. The following taxonomy offers seven such disruptive "styles", common identifying characteristics, and suggested approaches to establish an effective learning relationship.

Two cautions:

1. Do not see these as mutually exclusive or as rigid postures evident from the first day. Under the various pressures of the quarter, a previously efficient student may drift into or assume one or more of these styles. The suggested approaches, however, would remain the same, with the additional suggestion of appealing to history, e.g., "Well, three weeks ago, this was going fairly smoothly. Let's figure out when it was that things got confusing."

2. Though much of what a tutor does involves academic "counseling" (e.g., tips on classes, study suggestions, warnings about specific professors, etc.), a tutor should not slip into the role of psychological counselor. With this in mind, the following taxonomy is to be used to establish an efficacious learning relationship, a relationship that allows a tutee to grow intellectually, and allows a tutor to avoid frustration and grow as a learning facilitator. The tutor should be extremely cautious about probing into any issues that seem to be highly emotionally charged, deeply defended, significantly volatile, etc. Doing this can either trigger disruptive emotional material or foster an inappropriate dependency, or both. If you have reason to suspect that your tutee is experiencing emotional difficulties, please consult with your Coordinator.

STYLE	CHARACTERIZED BY	APPROACH
1. Blocking	o low frustration tolerance o immobilization/hopelessness o freezing-up/blocking o "It's beyond me" o "I'll never get it" o "I'm stuck"	o determine what the tutee does know and discuss that - show him/her that he/she has some foundation o begin from what he/she knows and build, in simple steps, toward increasingly complex material o offer continual support o reinforce success consistently
2. Confusion (a variation of blocking)	- bafflement/disorientation/disorganization - helpless feelings about the class - "I just don't know what to do - "I don't know what the prof wants - "I studied for the test and got a 'D'" - "I'm not sure where we're going"	- utilize the above four approaches - give structure and order to the tutee's tutorial sessions, to his/her notes, to papers, etc.

TUTEE STYLES, cont.

STYLE	CHARACTERIZED BY	APPROACH
3. Miracle-Seeking	+ global interest or concern but with little specificity + enthusiasm about being with tutor, but fairly passive in actual tutoring process + high (often inappropriate) level of expectation + evasion or inability to concentrate on concrete tasks	+ down-play your role (e.g., "Look, I've simply had more exposure to this stuff, that's all.") + FOCUS again and again to specific task + involve student continually with questions, problems + explain significance of active participation in learning process
4. Over-Enthusiasm (somewhat a variation of Miracle-Seeking)	* high expectations/demands of self * talk of limited time, long-range goals v. immediate tasks * global interest/enthusiasm * often found with older students; (e.g., "Look, I'm 30 years old; I don't have the time these kids have.")	* explain counterproductive nature of this eagerness * be understanding, yet assure the student that he/she had time * utilize numbers 2, 3, and 4 under Miracle-Seeking as listed above
5. Resisting	o variations of sullenness/hostility/passivity/boredom o disinterest in class/work/tutor OR o defensive posture toward class/work/tutor o easily triggered anger	o allow student to ventilate o spend first session - possibly even second - on building relationship o be pragmatic, yet understanding: (e.g., "Look, I know this class is a bore, but you need it to graduate - let's make the best of it.) o as opposed to 1 under Miracle-Seeking, establish your credibility/indicate past successes in similar situations o if it comes up, assure student that his/her complaints about a class are confidential

TUTEE STYLES, cont.

STYLE	CHARACTERIZED BY	APPROACH
6. Passivity	+ non-involvement/inattention/low affect + boredom + little discussion initiated/few questions	+ empathize (e.g., "I guess you're not crazy about asking a lot of questions in class, are you?" or "It's pretty much of a drag to be here, isn't it?") + attempt to build a relationship and mobilize the student + utilize as many mobilizing techniques as possible - question problems, mini-tasks to be accomplished by next session (even checking a book out of the library) + reinforce all activities and successes
7. Evasion	* manipulation * verbal ability/glibness v. focused writing or problem solving skills * global/Non-specific praise of tutor's skill, course content, etc.	* as with 2 under Miracle-Seeking down-play your role * FOCUS the student on specific tasks; involve him/her continually with questions, problems * if evasion continues, you should ask, in a non-threatening way why the student has come for tutoring and what he/she expects from you; (e.g., "You know, we've met several times already, but we haven't gotten much done - what do you think we should plan for future sessions?" OR "My biggest concern is your success in this class; how, specifically can I help you with that?")

8 IMPROVING READING AND WRITING SKILLS OF ETHNIC GROUPS

...Black Students

...Raza/Hispanic Students and ESL(English as a Second Language)

Black Students

Baji Majette, English Instructor, Contra Costa College, was a guest consultant who spoke on the history of Black dialect, the nature of it, and the psychological and cultural factors that influence the literacy of many black students. Ms Majette has, for several years, been successfully using a method she developed for teaching Standard English to students who have grown up in a Black English speaking culture. She makes a point of explaining to her students that there is nothing wrong with Black English, but that if they are to succeed in the work place they must know how to use Standard English.

Because of the importance of this presentation, tutors were invited to attend.

The BLAST program was recently implemented especially for LMC's black students. BLAST was explained to the seminar group by Thelma Scott and Alex Sample, both counselors at LMC, who have taken an active part in the development of the program. The initials stand for: BASIC LEARNING (skill areas for reading, writing, math); APPRECIATION of ourselves as individuals and of the black race/culture; SURVIVAL TECHNIQUES of college that include library research, study skills, awareness of college support services and resources.

The courses for the BLAST program are:

1. Beh. Sci. 4T: Educational and Career Planning. It is 10 hours (follow-up counseling) with .5 unit of credit that is repeatable. Content: Focus on educational, financial, career planning, decision-making skills, with emphasis on personal interests and motivational factors.
2. Beh. Sci. 2T: Effective Study Techniques. It is 18 hours (plus lab) with 1 unit of credit. Content: Focus on diagnostic testing in reading, writing, math, study skills. Provides prescription for the above areas.
3. Beh. Sci. 97T: Survey of Black Issues. It is 36 hours (plus lab) with 2 units of credit. Content: Focus on past and current psychological and historical black issues through reading and writing skills.

Courses 2 and 3 build on 1 and 2 in step fashion.

During the presentation on BLAST the following points were made:

--Origin of program was a brainchild of staff, faculty, students and community. In October of 1980, a meeting was held to discuss problems relating to lack of success of black students at LMC. BLAST was a result of this meeting.

--Goal: To help students become successful in content area courses and raise motivation level.

--Recruitment: Approximately 480 letters sent to black students explaining the program.

--Class enrollment approximately 20-25.

--The program builds momentum. There is a gradual exposure to "waking up" to what college academics really mean.

--It seems that this type of student, as well as some Raza/Hispanic students, needs to be taught the "academic etiquette".

- Throughout the program there is constant "one-on-one" counseling going on--this helps the student to "focus" even better.

- Both counselors found it helped that they were not the instructor. They made good "sounding-boards" and were able to be more supportive as just counselors.

- Subjective evaluation--students seem to be functioning much better. They feel less isolation in the college setting. There is some indication this is carrying over into the other classes.

- Some left when they found the work was "too hard", others adjusted by working harder to become better students

- Some realized for the first time that they hadn't been doing well before. Their attitudes seem to be changing towards their own performances.

- Students are participating in other classes at the same time.

- Some students have been turned down for the classes because their skills are too high.

- Those involved in the program do not feel that there are any inherent deficiencies in the black students just because they're black. These problems exist within the total student body regardless of ethnic background.

- There are some diagnostic tests in terms of math and reading.

- In 4T there is a big thrust on motivation. They identify realistic career goals, i.e.: What's really involved in becoming an engineer. They learn to utilize the Career Center, Financial Aid Office, Job Placement, and various other campus and community facilities.

- In 2T -- A topic was carried out for 6 weeks with many components. The students learned the value of total group work.

- In 97T, many issues are covered. The students use skills attained in 4T and 2T. They work very hard. It prepares them well for 2TG classes.

- Black Dialect--Thelma and Alex felt that the students at L.M.C do not use "Black Dialect." Some may speak it, but it is not carried over into their written work. If the work is not "standard English", then it reflects bad grammar and writing skills common to other students as well.

- A question was asked as to why there were few blacks in the music program. It was felt that this was probably more indicative of financial problems rather than lack of talent or interest.

- In response to a question on the growth of the class, it was felt that the program would probably stay the same size.

- Question on blacks in trades: It may be that few blacks enter the trade classes because traditionally it has been hard for blacks to get into trade unions. Also, traditionally, a college education aids upward mobility much faster--parents push for college education.

- The very diverse backgrounds of students at L.M.C. makes a difference of whether they stay or go to work.

- The night school students in the program are more dedicated to the class. This is seen as an indication of maturity and realistic viewpoints on life of the older night school student.

- There will be an objective evaluation during the 18th week of class. The subjective evaluation indicates that the program is a success.

Following are some comments from BLAST students.

I have learned how to pronounce words put them into syllables. The word's don't tangle in my mouth any more. I can look at the words, and break it up piece by piece and pronounce the word...

What have I learned. I learned not to be shame to talk about class projects. And ask question, no matter How awful they may sound. I feel that I would like to keep on trucking.

I have learned various amount of things, writing sentence. breaking words into syllable reading out oral, preparing myself video tape recording. I'm learning more division long division. learning how to do a graph so I have learn ho to read something and how to respone twoard it and to make some meaning from where I see fit.

What I have learned in this class is how to break words up in syllables, and pronounce them. I have learn patience and consistency with both my son and day to day things. I have learn many things that I don't even know I kno yet. I pay more attention to things now. And there are even certain things that I see but don't really see. I'm now seeing through things and its making me go through Bruce's little circle...

I need help in my reading Because I see word or letter that are not there that why I read slow and I want to improve. They is something else that is confusing me the rule of reading for a example double consonant. I understand syllables a little, but I still don't understand certain spelling rules...

Raza/Hispanic Students and ESL (English as a Second Language)

Because of the high enrollment at LMC of students whose first language is Spanish, such students are aided separately from other ESL students. Tutors who work with the Raza/Hispanic students are also bilingual (Spanish). Tutors who work with the students enrolled in ESL classes are not required to be bilingual, but they work very closely with the ESL instructor. Both groups of tutors, of course, take tutor training classes.

Ann Thomas, ESL instructor, spoke on the concerns of her students, who currently represent 27 different languages. Pablo Gonzales addressed the subject of the Raza/Hispanic students during the same seminar session.

The succinct notes taken during one of these dual presentations are presented here, along with the handouts that were distributed.

One of the handouts distributed by Mr. Gonzales explains AVANCE, an educational project for Raza students at LMC. The goals of AVANCE are the same as those of BLAST (for black students): 1) to increase appreciation and awareness of the Raza cultural heritage, and 2) to improve the studen's skills in reading, writing, mathematics, and library resources.

LOS MEDANOS COLLEGE
FIPSE SEMINAR
April 27, 1982

1. Topics and Introductions for Today: Ross

    1.1. Topics

        1.1.1. Concerns for students for whom English is a second language.
        1.1.2. Working with Raza students.

    2.1. Speakers

        2.1.1. English as a second language: Ann Thomas
        2.1.2. Raza students: Pablo Gonzales

2. Students for whom English is a second language (ESL): Ann Thomas

    2.1. Background distinctions among ESL, bilingual approaches: English is taught as foreign language; numerous ESL students at LMC -- they are ones who struggle to think in English. Some 27 languages represented at LMC.

    2.2. Goal of ESL is to facilitate students going on in education and/or employment.

    2.3. Differences are numerous: Background, culture, intelligence -- such that generalization and predictions on behavior in classroom are impossible. Previous experiences bear heavily. War, deprivation, upheaval are common pasts. Many carry heavy worries with them. Some cannot go home again, even should they so wish. Some can read, write but not articulate, or vice versa. May be learning disability. Some languages do not have English sounds (e.g., "s" in English is not "heard" in the first language).

    2.4. Culture shock can be serious and prolonged for students from homogenous societies.

    2.5. Working with ESL-potential students.

        2.5.1. Give an assessment for reading/writing.
        2.5.2. If student is not making it, suggest dropping the class, refer to tutor.
        2.5.3. Confer with Thomas, Connelly, Allison.
        2.5.4. Inform them of Language Arts 72T.
        2.5.5. Try to find out level of skill in first language. High skill predicts ultimate success in English. Hard to tell difference in skill level or language problem.
        2.5.6. Watch the idioms, asides, slang, "being cute"; the non-English speaker gets confused, frustrated.
        2.5.7. Use outlines, spell out on board, pronounce clearly, summarize key points.
        2.5.8. ESL student tend to know the teacher.

2.6. Problems

2.6.1. Rhonda Farrell: Thought process problems (3 basic)

- 2.6.1.1. American: linear
- 2.6.1.2. Arabic: zig zag pattern in which ideas are stated and restated.
- 2.6.3. Oriental: circular
- 2.6.4. Illustration of patterns of thought inside languages rules tend to interfere.

2.6.2. Formal and Informal Language (idioms) Make Problems

2.7. Tutor:

- 2.7.1 Give tutor vocabulary.
- 2.7.2. Ask for answers in American thought pattern.
- 2.7.3. Encourage tutor to confer with ESL tutors.

3. Working with Raza Students: Pablo Gonzales (Jose, Marion, Lucy)

3.1. Avance Program: Brochures distributed and explained, courses being taught noted, need for bilingual (Spanish) counselor noted, "Raza" defined and contrasted to Latino, Chicano.

3.2. Language Arts II, taught by Pablo Gonzales

Comments on Language Arts II

3.2.1. Lucy - at LMC since last year, took up Avance and has taken other classes.

Marion - Portuguese, from Azores by way of Angola. Teacher in Angola.

Jose - from Jalisco, second semester at LMC.

3.2.2. Class characteristics

- 3.2.2.1. Instruction in English; students can use Spanish in certain cases.
- 3.2.2.2. Familiar feeling; Avance embraces all Latino.
- 3.2.2.3. Work on characteristic English thought patterns, grammar, spelling, how to maneuver the words .
- 3.2.2.4. Learn to dispute, disagree in meanings.
- 3.2.2.5. Need to incorporate a counseling assignment.

3.3. Questions

3.3.1. What should instructors do? not do?

- . avoid "do you understand?"
- . approach student outside the class.
- . student may be ashamed to ask.
- . contact immediately.
- . be aware of what is happening to Raza students.

3.2.2. How did students find out about Avance

- Lucy: from Tony Jiminez, he facilitated.
- Marion: came to improve English; referred.
- Jose: heard about Avance in high school -- came over.

Notetaker: Chet Case
Attachments

AVANCE WEEKLY SCHEDULE

	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00
MON		BEH SC 2T SEC I		LANGA II SEC I		SOC SC 97T SEC I			
TUE		LANGA 72T SEC I ESL			COLLEGE HOUR				
WED		BEH SC 2T SEC I		LANGA II SEC I		SOC SC 97T SEC I			
THU					COLLEGE HOUR				
FRI				LANGA II SEC I		SOC SC 97T SEC I			

LANGA 14T — TIME ARRANGED WITH INSTRUCTOR

EVENING SCHEDULE

	6:00 – 9:00
MON	6-10:00 LANGA 57T SEC 80 SPANISH FOR THE SPANISH SPEAKING
TUE	6-10:00 LANGA 72T SEC 80 ESL
WED	7-9:00 LANGA 56T SEC 80 LA CANCION MEXICANA
THU	7-10:00 DRAMA 42T SEC 80 "TEATRO"

SPRING SCHEDULE 1982

An Educational Project for Raza Students
at Los Medanos College

AVANCE

Los Medanos College
Avance Program
2700 East Leland Road
Pittsburg, California 94565

Nonprofit Org.
U.S. Postage
PAID
Permit No. 206
Pittsburg, CA 94565

PHONE: Pittsburg (415) 439-2181
Concord (415) 798-3500
Antioch-East County (415) 754-9011

GOALS AND OBJECTIVES

Los Medanos College has developed an Ethnic Heritage program called "Avance". This program was designed with the intention of meeting the educational needs and interests of Raza/Hispanic students. The objectives of "Avance" are to: 1) increase appreciation and awareness of the Raza cultural heritage, and; 2) to improve the student's skills in reading, writing, mathematics, and library resources.

AVANCE CORE COURSES

Core Avance courses are as follows and students may elect one or more of them:

Behavioral Science 2T: Techniques of Effective Learning
Mon., Wed. 9-10:00 a.m. 2 Units Instructor: Custodio V.

This class consists of basic instruction in effective study skills. Strategies of dealing with test anxiety, organization, time management, summarizing, analyzing, and synthesizing material are subjects fully covered in this class.

Language Arts 11: Reading and Writing
Mon., Wed., Fri. 11-12:00 noon 1-3 Units Instructor: Gonzales P.

Language Arts 11 will provide basic reading and writing instruction in English for bi-lingual, bi-cultural Raza students. Offers a sequence of instructor-directed group activities followed by small-group and individual activities. The class is designed for the student who needs individual tutoring in the basic skills of sentence structure, punctuation, and standard English usage. The course will stress a bi-lingual, bi-cultural approach.

Social Science 97T: Ethnic Heritage — The Raza Culture
Mon., Wed., Fri. 1-2:00 p.m. 3 Units Instructor: Rodriguez C.

This course is a historical survey of Mexican-American culture from Pre-Columbian times to the present. The course will be divided into five major historical periods and within each, the socio-economic and political aspects of Mexican-American culture will be included whenever possible and/or appropriate. This course will provide students with the opportunity to examine critically how the history of the Mexican-American people affects their contemporary conditions.

For Further Information, Contact:
Ismael Estrada at

Pittsburg — (415) 439-2181
Concord — (415) 798-3500
Antioch - East County — (415) 754-9011

AVANCE RELATED COURSES

The following are Avance related courses:

Drama 42: Teatro De La Raza Short Term 3-25 to 5-27-82
Thursday evening 7-10:00 p.m. 1-2 Units Instructor: Gonzales P.

Teatro De La Raza. A class that covers some of the most effective forms of artistic expression that attempts to reflect the historical, cultural, and social features of La Raza. It is an artistic manifestation that not only mirrors the struggle of La Raza in the fields and barrios, but to an equal extent gives voice to Chicano realities and aspirations.

Language Arts 14T: Introduction to Library Resources
Enrollment open thru seventh week
Time arranged with Instructor: Corioso A. 1 Unit (Short-term)

This course is designed to develop your ability to use the Los Medanos College Learning Resource Center more effectively. The skills you acquire will help you in working on classroom assignments as well as researching topics of personal interest.

Language Arts 56T: The Song of Mexico (La Canción Mexicana)
Wednesday evening 7-9:00 p.m. 2 Units Instructor: Rodriguez C.

A study of traditions and cultural concepts as found in selected songs of Mexico. The lyrics of selected songs will be analyzed from a historical, cultural, and literary perspective. The course will be conducted in Spanish.

Language Arts 57T: Spanish for the Spanish-Speaking
Monday evening 6-10:00 p.m. 3 Units Instructor: Trejo-Mejia G.

Esta clase es para aquellas personas que quieran aprender más sobre la cultura Hispanoparlante y como mejorar su habla. La clase se lleva acabo en Español y trata de la cultura y de la historia de los países Latino Americanos.

Language Arts 72T: English as a Second Language
Tuesday 9-12:00 noon 3 Units Instructor: Thomas A.
Tuesday 6-10:00 p.m. 3 Units Instructor: Connolly J.

Our goal is to raise the individual's level on English in all areas of communication; oral and written, as well as the skills of grammar, listening, handwriting, and cultural body language. This is done through the use of a wide variety of materials and by working in small groups facilitated by tutors. Tutors are available one hour a week on an individual basis, plus there are tapes, language masters, and reading packets available in the lab.

STAFF PARTICIPATING IN AVANCE

OLGA ARENIVAR
Language Arts/Speech

ED BOLES
Librarian

JOHN CONNOLLY
Language Arts/ESL

APRIL CORIOSO
Librarian

VINCENT CUSTODIO
Dean, Behavioral Sciences

LUCY DALEY
Admissions

ISMAEL ESTRADA
Recruitment

PABLO GONZALES
Language Arts/Reading & Writing

CARMEN RODRIGUEZ
Language Arts/Foreign Languages

GIL RODRIGUEZ
Natural Science/Mathematics

ANN W. THOMAS
Language Arts/ESL

FELIPE TORRES, Jr.
Financial Aids Officer

GUILLERMO TREJO-MEJIA
Language Arts/Foreign Language

9 LEARNING DISABILITIES

Nancy Collins, LMC's learning disability specialist presented this topic. The notes from one of the sessions and the handouts that were distributed (all included at the end of this section) combine to give a comprehensive introduction to this topic. The handouts cover definitions, specific disabilities, related problems, diagnosis, remediation, a list of characteristics, and an article on mainstreaming the learning disabled.

LOS MEDANOS COLLEGE

FIPSE NOTES

MARCH 19, 1981

LEARNING DISABILITIES (Nancy Collins)

ATTACHMENTS: HANDOUTS #1, 2, 3 and 4

INTRODUCTION:

We offer a diagnostic service. Nancy does a complete work-up. If the student is certified as "learning disabled", two special classes are offered. In addition, various support services are provided: Tutors, notetaking, etc.

Adaptive P.E. is provided for students with physical disabilities. This is handled by an enabler.

Public Law 94-142 provided for mainstreaming handicapped children in regular schools.

There has been a lot of controversy surrounding the term: learning disabled.

Commonalities of various definitions of "learning disabled":

-at least average intelligence

-not mentally retarded

-not culturally disadvantaged

-failed to learn in spite of their apparent capacity

-disparity between their potential and their actual achievement

A learning disability can be verbal and non-verbal. We'll focus on the former today.

Verbal Disabilities

The history of learning disabilities is a creation of the 20th Century. Most of the research began in the 1940's. (See handout #1).

Aphasia - Disorder of the brain - left side.

Dyslexia - Disorder of reading

Minimal brain dysfunction - nothing organically wrong with the brain. It just doesn't function correctly.

In the 1960's, the parents of the perceptually handicapped began to press for their children to be treated better.

Two causes of learning disabilities are caused by:

1. Neurological problems
2. Biochemical disorders

These problems (either) may have their origin in genetics, diet or vitamin deficiency.

Levels of Disabilities: (In ascending order)

1. Sensation - the first level of learning - characterized by deafness or blindness.

2. Perception - may be defined as giving meaning to information coming in from the senses.

3. Imagery - the third level introduces the component of memory.

4. Symbolization (the next level) - this is a uniquely human function characterized by language.

Language can be broken down into various elements:

A. Receptive	B. Expressive	C. Inner Language
Understanding the spoken or printed word. (Reads).	Performs the spoken and written word. (Writes).	(Not discussed)

5. Conceptualization - the higher level skill.

Learning disabilities can occur at any of these levels.

At the level of perception, what comes in is not understood. If there is a disorder, it may be manifested by hyperactivity.

Also, it would lead to people who could not copy figures correctly from the board or from a book.

A student who misunderstands oral directions or is a poor writer may have a learning disability at the perceptive level.

Imagery level learning disabilities may be manifested in a poor memory, especially memory span. This is a big problem and a common problem for students with a learning disability.

Symbolization is the level where the learning disabled will stand out. Deficiencies at the lower levels are cumulative.

Some with learning disabilities are proficient with oral language and have good social skills, but cannot write something. Don't be fooled by the students who are very verbal.

LOS MEDANOS COLLEGE

Handout #1

LEARNING DISABILITIES

Definition of Learning Disability

A learning disability is a dysfunction of attention, perception, sensory processing, cognitive processing, or expression that interferes significantly with learning and is not accounted for by (a) a physical disability, (b) a communication disability, or (c) emotional problems.

It is difficult to separate one kind of disability from another, and the above categories are defined differently by different people. For example, under the Los Medanos College guidelines, visual limitations are placed under physical disabilities while hearing limitations are placed under communication disabilities. Also, all speech-language disorders are lumped together under communication disabilities although many of them (e.g., dyslexia, dysgraphia) are normally regarded as learning disabilities. These discrepancies of definition will have to be sorted out, and the Chancellor's office has mandated a consortium of Learning Disabilities specialists, administrators, and consumers to develop workable categories for the future.

Our guidelines also identify two broad groups of learning disabled people:

Average: Those with an IQ of 70 or above (that is, above the 2.5 percentile of intelligence) who have a specific learning disability.

Limited: Those with IQs of 69 or below or those with "average learning potential" (IQ above 69) who have multiple disabilities.

Specific Learning Disabilities

It is important to separate the broad category "learning disability" from specific learning disabilities such as dyslexia, dysgraphia, dyscalculia, and dysphasia, which can be further divided into problems such as visual perception, visual processing, etc. These problems are recognized by such bodies as the President's Committee on Employment for the Handicapped as well as being generally accepted by professionals across the country.

Dyslexia indicates any exceptional problems with reading. Dysgraphia indicates an exceptional problem with writing that is non-physical. Dyscalculia indicates a similar problem with mental arithmetic. Dysphasia is a neurological problem in understanding or using speech.

Visual perception problems include those of figure-ground discrimination (being able to select essential details and make a visual gestalt), visual discrimination (being able to tell one object from another), and visual-spatial perception (being able to see things accurately in a spatial configuration).

Auditory perception problems include problems that are analogous to the visual problems above: auditory discrimination; figure-ground discrimination; discrimination of sound relationships in time.

155

Conceptualization - Identifying failures at this level are discovered when the student has to read something and then conceptualize (compare/contrast). They are difficult to discover.

A student may be able to get to level three (imagery) and not be able to go beyond it.

There are different levels of learning disabilities.

Referrals (to Nancy's Shop)

If you suspect a student has a learning disability (See Handouts), have the student come in for an initial interview. (15 - 6 to 9 hours).

Usually they must go through the diagnostic process.

Bring the shy ones and schedule an appointment.

Screening requires three appointments where they are tested.

Have student bring their unofficial transcript.

The student has a certain right to privacy. The instructor may expect only vague comments about the particular "learning disabled."

WHAT TO DO WHEN YOU GET A STUDENT IN YOUR CLASS WHO IS "LEARNING DISABLED"

Some should not be in the classes they're in. They may need special support. Perhaps they should not be in the class contrary to their desires.

If they have unrealistic expectations, they should be helped by getting them into the right classes.

First day handouts which specifies the requirements of your class in clear language will help.

Talk slowly and with specificity when you know you have a learning disabled student in your class.

al 3/25/81

Sometimes perceptual problems that involve problems with analysis and/or synthesis (i.e., active cognition) are called processing problems (visual processing and auditory processing).

Tactile discrimination problems are similar to visual and auditory problems (e.g., tactile form recognition; tactile sequencing, etc.) There are also perceptual problems involving taste and smell, but have little effect on learning the skills valued in our culture.

In addition to these receptive and/or processing problems, a person may have expressive problems in writing, spelling, articulation of sounds, etc. If he has expressive dysphasia he may understand speech very well and even know what he wants to say, but be unable to get the words out properly. This may be due to central dysarthria, a neurological problem involving the nerve connections to the speech muscles, or it may be something even more complex.

Many learning problems result from deficits in memory. For example, an adequate short-term auditory memory is required to keep a telephone number in one's head long enough to dial it. A deficit in auditory memory will affect both speech and writing. Similarly, a problem with visual memory will affect reading and spelling if the person cannot hold the shape of a word in his head. Tactile memory, is of course, important for people who work with their hands.

Even when a person has no severe deficits in visual or auditory perception or processing, he may be unable to read or write adequately. He is said to have a problem with sound-symbol relationships (this includes about 40% of dyslexics who have no significant perceptual problems). Learning disability specialists talk of sensory "channels" (e.g., visual, auditory) which the LD person is unable to integrate even though each channel may be functioning properly by itself.

Related Problems

Specific learning disabilities normally do not occur in isolation, but are parts of a whole syndrome (called "Minimal Brain Dysfunction" by a 1966 Federal task force report on learning disabilities). A person with a specific learning disability will usually have a cluster of associated problems that can be grouped into two broad categories:

Activity Disorders: hyperactivity (hyperkinesis); apraxia ("clumsiness"); eye-motor incoordination; confused laterality; sleep problems; hypoactivity.

Behavior Disorders: short attention span; distractibility; perseveration (inability to change sets); memory problems; poor planning ability; disorganized thought; emotional immaturity; inconsistency of performance; developmental lag.

Diagnosis

Specific learning disabilities can be diagnosed through a combination of (a) history-taking from the client; (b) medical and school records where available; (c) observation and (d) testing. In testing one looks for specific skill deficits and for "scatter" (a wide variation in performance where a normal profile would be rather flat). Direct observation might reveal motor problems, eye-hand coordination problems, letter and word reversals, etc. An assessment of the person's strengths is also important if he is to be helped.

In most adults, learning disabilities may be largely masked because the person has compensated by using his superior skills. A poor reader may have exceptional auditory memory, for example, or be able to retain much more information in his head than the normal person. It is important to capitalize on these strengths as well as attempt to bring weaker areas up to a working level.

Remediation

1. Medically correctable problems must be ruled out if an LD problem is to be treated ethically. For example, hyperkinesis is very responsive to stimulant drugs, and drug treatment can dramatically improve a person's ability to attend to what he is doing. It can also be very responsive to diet, since LD people are frequently allergic to minute traces of food additives and even certain natural food ingredients. LD people may also be more susceptible to hypoglycemia and thyroid conditions. If the disabilities are not long-standing, it is important to consider the possibility of a correctable neurological condition. Even long-standing conditions such as epilepsy may have gone undiagnosed and must be watched for. If a medical problem is suspected an appropriate referral should be made.

2. Educationally, it is important that a plan be designed for each LD student to fit his particular needs. LD people are a very diverse group, and no one method will suit all of them. An LD program should not attempt to duplicate existing services, but to provide very specific help in addition. There is a wide variety of methods for helping LD students improve their memory, perceptual, processing, expressive, and spatial skills; these must be geared to the student's needs. At the same time, it is important to help the student with coping skills (having a poor reader take tests orally, for example, or getting textbooks on tape). When working with LD adults, it is important to remember that special services can only be provided legally at their request; remediation plan can only work if the student asks for it and is highly motivated to improve. It is therefore crucial that an Individual Education Plan be geared to the student's interests and what he is working on, rather than being "make-work."

al 4/4/79

Handout #2

LOS MEDANOS COLLEGE

WHAT IS A LEARNING DISABILITY?

The term "learning disability" covers a very wide range of problems that prevent a person from learning normally. The person may have a single problem (poor visual perception, for example) or he may have a whole cluster of problems. He is often regarded as being much less intelligent than he really is. He may be seen by teachers as unmotivated or willfully failing to learn, but it is more likely that he has a poor self-image and is terribly frustrated at being unable to do things that a normal student does easily. LD students frequently see themselves as stupid, not realizing that they have specific problems which they can get help with. Often, normal teaching methods do not work well with them.

The most common learning disabilities involve problems with perception: the LD student may be unable to see, hear, or feel in a normal way. He may also have difficulty knowing up from down, right from left. He may try to put a part in backwards, or mistake the letter "b" for the letter "d". He may have difficulty understanding and remembering complex directions. He may have poor planning ability, and forget steps in a sequence. The LD student often gets confused, and needs clearly stated objectives and carefully planned tasks. A teacher may not realize that the student needs this because the student may be very articulate and sophisticated. High intelligence does not mean no learning problems.

It is important for teachers to watch for signs of potential learning disabilities in their students. Confusion and distractibility are important signs, as are the student's functioning erratically or far below his apparent level of intelligence. An LD student may be able to talk intelligently but be a poor reader, or be almost unable to spell. He may also have difficulty with simple arithmetic even though is performing well in other areas. In general, one can say that the LD student's performance is erratic, with gaps in knowledge and performance that are difficult to understand. He is also likely to deny or conceal his disabilities while excusing his failures by remarks such as, "I'm just dumb."

mo (4-4-79)

Handout #3

Some Characteristics Of Possible Learning Disabled Students

by Pat Kerr, C.O.A. Learning Disabilities Specialist

for

The C.O.A. Symposium on Handicapped Students

Presented By

The Disabled Students' Program

and

The Learning Assistance and Basic Skills Program

In Cooperation With

San Francisco Unified District's Title VI Program

Students with learning disabilities usually show some but not all of the following characteristics:

1. Short attention span
2. Restlessness
3. Distractibility (The student seems especially sensitive to sounds or visual stimuli and has difficulty ignoring them while he/she is studying.)
4. Poor motor coordination (This may be seen as clumsiness or, for example, as difficulty with fine motor movements involved in handwriting.)
5. Impulsivity - (responding without thinking)
6. Perseveration - (The student tends to do or say things over and over.)
7. Handwriting is poor (letters will not be well-formed, spacing between words and letters will be inconsistent, writing will slant way up or down an unlined page.)
8. Inaccurate copying (The student has difficulty copying things from the chalkboard and from textbooks; for instance, math problems may be off by one or two numbers that have been copied incorrectly or out of sequence.)
9. Can express him or herself well orally but fails badly when doing so in writing. In a few cases the reverse is true.
10. Frequently misunderstands what someone is saying (For instance, a student may say, "What?" and then may or may not answer appropriately before someone has a chance to repeat what was said previously.)
11. Marked discrepancy between what he or she is able to understand when listening and when reading.
12. Has trouble with variant word meanings and figurative language.
13. Has problems structuring (organizing):
    A. Time - The person is frequently late to class and appointments; seems to have no "sense" of how long a "few minutes" is opposed to an hour; has trouble pacing him or herself during tests.
    B. Space - The student may have difficulty concentrating on work when in a large, open area - even when it's quiet; may over or underreach when trying to put something on a shelf; has difficulty spacing an assignment on a page, e.g., math problems are crowded together.
    C. Thoughts - A student's ideas wander and/or are incomplete in spoken and written language. He or she may also have difficulty sequencing ideas.
    D. Sounds - A student's hearing acuity may be excellent but when his brain processes the sounds used in words, the sequence of sounds may be out of order; e.g., the student hears "aminal" instead of "animal." He or she may say and/or write "aminal."
    E. Visual images - A student may have 20/20 vision but when his or her brain processes visual information, e.g., pictures, graphs, words, numbers, he or she may be unable to focus attention selectively - in other words, everthing from a flyspeck to a key word in a title has equal claim on his or her attention. A student may "see" things out of sequence; e.g., "frist" for "first," "961" for "691".
14. Word retrieval problems - The student has difficulty recalling words that he/she has learned.

15. Misunderstands non-verbal information, such as facial expressions or gestures.
16. Very slow worker - but may be extremely accurate.
17. Very fast worker - but makes many errors and tends to leave out items.

Finally, a student who is learning disabled is NOT retarded. He/she typically has normal or above normal intelligence but is functioning below his/her norm in one or more academic areas; e.g., an 18 year old LD student with an I.Q. of 130 may be functioning at college level in math but at the 10th grade level in reading comprehension and at the 6th grade level in spelling.

mo (4-4-79)

Handout #4

LOS MEDANOS COLLEGE

HELPING MAINSTREAMED STUDENTS STAY IN THE MAINSTREAM

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In special education teachers frequently use mastery learning (Block, 1971) or objective-based instruction (Smith, 1974) to improve their classroom instruction and evaluate procedures. Instead of teaching large amounts of content and then testing to see who learned what, teachers are directed to establish a set of specific instructional objectives for each child and to provide instruction until each child has achieved some pre-established criterion level.

Mastery learning or objective-based instruction includes many advantages for children who find learning difficult. The mind-set that leads some content oriented teachers to believe that "because I've covered it (the course content), I've taught it" is sharply challenged. The teacher does not blame poor learner performance on the child's learning disability, emotional disturbance or retarded mental development. Whenever a child fails to reach mastery on specific objectives, the task of the teacher is to change the instructional tactic.

Mastery learning represents an important advancement in instructional programming for handicapped learners. At the present time, however, it is not widely practiced in regular education programs. Children in regular classrooms, particularly in content area courses, are typically evaluated not in relationship to their mastery of specific objectives, but rather in terms of their skills in recalling large amounts of information, often referred to as units of instruction. Furthermore, an arbitrary percentage figure, (e.g., 65%) is used to determine a minimum pass. Any learner who scores below the arbitrary percentage fails the exam. To stay in the mainstream, handicapped learners need not achieve mastery levels in any subject matter area. They must, however, pass exams in each subject area in which they are mainstreamed.

Many handicapped learners at the junior-high level are receiving special education services in basic skill areas while being mainstreamed for various content areas such as social studies, science, and health. In this paper, a technique is presented in which self-instruction programs are used immediately before a scheduled test to help mainstreamed students pass content area examinations. These programs are designed to review only the most critical concepts to be tested.

In a large number of mainstreamed junior-high classrooms, students use a commercial textbook as the content base for the course. Day to day activities include reading from the text, discussions, viewing filmstrips and writing answers to questions. The classroom teacher typically evaluates a student's written responses in terms of right or wrong, does not alter instruction if some students are not doing well, and, does not assess a student's mastery of the text's content on a concept by concept basis. Assessment of student progress is usually determined by the end of chapter examination.

In most typical instructional settings, many handicapped learners fail exams. The end products may include disappointed learners and eventually less mainstreaming.

Following is an example of how a simple instructional procedure is implemented to try to reverse the trend of mainstreamed learners failing content course examinations. Rather than telling the regular classroom teacher to demonstrate more responsibility and accountability for the failure of mainstreamed students by employing, for example, a mastery learning approach or some alternative instructional intervention, the special education resource teacher can elect to help the mainstreamed children by preparing self-instruction review packages for each chapter of the content area text in use. Naturally, if possible it would be desirable for the regular class teacher to carry out this task.

Most mainstreamed children spend some time in a resource program. Many attend for one or more periods each day. Where possible, on the day that the exam is to be given, mainstreamed children should spend part of their resource room session preparing for the content area exam. Since the review materials are self-instructional, many other settings for self-study are possible. When the students arrive in the resource room, they pick up the self-instructional package (SIP) for the chapter on which the exam is based.

In developing the self-instructional package, the special education teacher reads through each chapter and reviews the end of chapter exercises. In many texts, it soon becomes evident that a small number of the end of chapter exercises summarize a large percentage of the concepts presented in the chapter. It is also frequently possible to review previous exams to learn if the format used (fill in the blank, true-false, matching, short answer, etc.) is consistent from test to test. Armed with this knowledge, the teacher develops a self-instructional package for each chapter.

PACKAGE DEVELOPMENT INCLUDES THE FOLLOWING STEPS:

1. Identify the end of chapter exercises which incorporate at least 75% of the concepts presented in the chapter.

2. Prepare a brief definition/description of each concept.

3. Prepare the student task sheet. The format should be as close as possible to that of the actual test - if you are able to obtain this information.

4. Prepare an introductory statement and read it onto a cassette tape.

EXAMPLE:

"Hi again! Let's get ready for the exam on chapter ______. We're going to review the most important terms in the chapter - one by one." "Before I begin, get out your task sheets; they're in the brown envelope next to the tape recorder."

5. Read the first term and definition/description onto the tape. They say, "Now turn me off and answer the first question on your task sheet. If you're not sure of the answer, take a guess. When you're done, turn me back on."

6. Provide immediate feedback during each response period.

EXAMPLE:

"Welcome back; the correct answer to number 1 is (correct response). If you got it, great! If you did not write (correct response) in the blank, draw a line through your word and write (correct response) above it. (Pause for 10 seconds.)

7. Continue with the second term, then the third, etc., following the guidelines provided in steps 5 and 6 on page 2.

8. Prepare a closing statement including a brief pep talk and last minute directions.

EXAMPLE:

"I hope this review of chapter ________ helped. That's it for now. If you have more time before the test, read over your task sheet. Read each statement 3 times in a row and read it slowly. Good luck on the exam; I'll be thinking of you.

AS STUDENTS PROCEED THROUGH THE QUICKIE REVIEW, THEY COMPLETE THE FOLLOWING STEPS:

1. Get the cassette tape for the appropriate chapter.

2. Take a task sheet from the envelope and write their names at the top.

3. Turn on the tape and listen to the directions.

4. Turn off the tape at appropriate points and complete the task sheet items.

5. Correct task sheet mistakes immediately.

The procedure presented in this paper for helping mainstreamed children remain in the mainstream is presently in the experimental stage. Related procedures in which the special education teacher works directly with mainstreamed children to help them to prepare for an upcoming exam have proved effective in our setting, but often time consuming. When the special education teacher has not been available, handicapped learners have sometimes blamed the special education teacher for failure on the exam. It is hoped that the procedure presented in this paper will foster more self-reliance on the part of participating handicapped learners. It is furthermore hoped that this procedure will prove to be as effective as direct review sessions with the special education teacher.

REFERENCES:

Block, James H. (Ed.), Mastery Learning: Theory and Practice. New York: Holt, Rinehart and Winston, Inc., 1971.

Smith, R. M. Clinical Teaching: Methods of Instruction for the Retarded. New York: McGraw-Hill Book Company, 1974, 78-84.

GLOSSARY OF TERMS RELATED TO SPECIFIC LEARNING DISABILITIES

1. APHASIA - Partial or complete loss of the ability to use language due to acquired brain damage.
2. APRAXIA - Inability to produce meaningful movements.
3. AUDITORY DISCRIMINATION - Ability to distinguish between sounds of varying intensity, frequency or composition.
4. AUDITORY MEMORY - Ability to recall what has been heard.
5. AUDITORY PERCEPTION - Ability to attach meaning to auditory stimuli including environmental sounds, music or speech.
6. AUDITORY - VISUAL INTEGRATION - The process of associating spoken sounds and words with their written representations.
7. CEREBRAL DOMINANCE - The achievement of symbolic abilities in one cerebral hemisphere (generally the left for the symbolic processes of language)
8. DYSCALCULIA - Impaired ability to recognize numbers or to perform mathematical calculations.
9. DYSGRAPHIA - A disorder consisting in an inability to correctly trace and/or copy written symbols that is not caused by a physical, symbolic or perceptual disability.
10. DYSLEXIA - Impairment in the ability to read. Term was originally used to replace the term "word blindness". (Alexia is the term used when the same impairment is produced by well established cerebral damage)
11. FIGURE - GROUND SELECTION - The process of selectively attending to a significant stimulus (figure) while other stimuli become background. (ground) Disturbances may occur in the visual and/or auditory channels.
12. MINIMAL BRAIN DYSFUNCTION - Term used to define a syndrome including hyperactivity, distractibility, perceptual handicaps and/or symbolic disorders.
13. PERCEPTUAL MODALITY - Sensory channel used for the reception of information from the environment.
14. VISUAL DISCRIMINATION - Ability to recognize differences among visual stimuli.
15. VISUAL MEMORY - Ability to recall what has been seen.
16. VISUAL PERCEPTION - The process of attaching meaning to visual stimuli based on previous visual experiences.

DEFINITIONS

The Title 5/AB77, Section 56024, definition of Learning Disability is operational for all California community college learning disability programs and services.

Learning Disability. Learning Disability refers to students with exceptional learning needs who have neurological, biochemical or developmental limitations. These limitations result from atypical perception, cognition or response to environmental stimuli, manifested by inadequate ability to manipulate educational symbols in an expected manner. Typical limitations include inadequate ability to listen, speak, read, write, spell, concentrate, remember, or do computation. These students demonstrate a significant discrepancy between their achievement and potential levels because of one or more of the following:

1. Neurological Limitation refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of genetic aberrations, disease, birth complications, traumatic brain insult, or poor nutrition. These conditions may range from mild to severe, and are associated with deviations of the function of the central nervous system.

2. Biochemical Limitation refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of excesses or depletions of hormonal, neurochemical or metabolic substances associated with diminished motoric, perceptual or cognitive capabilities.

3. Developmental Limitation refers to:

   - The exceptional learning needs of a student with average academic potential. Their learning needs are a result of delayed educational development, incurred through maturational delays and/or any combination of limitations described in subsections (1) or (2) above.

   - Exceptional learning needs of a student who has limited learning potential, with substantial and/or severe functional limitations and whose limitations can be expected to continue indefinitely.

Some professionals working with learning disabled adults in the community colleges have expressed concern over the Title 5 definition and have proposed revising the current definition. The following definitions have been developed by practitioners in the field and are included here to stimulate further thinking.

1. Developed at the Morro Bay Learning Disabilities Workshop, May 1979

   A specific learning disability refers to disorders in which an individual's skills are significantly below expectancy, as currently measured by professionally recognized diagnostic procedures, in one or more of the following areas: listening comprehension, oral expression, written expression, reasoning skills, basic reading skills, reading comprehension, mathematical calculation and mathematical reasoning. This discrepancy exists despite regular instruction, adequate intelligence, and social/cultural opportunity(s). Specific learning disabilities are often due to constitutional, genetic and/or neurological factors and are not due primarily to mental retardation, visual, hearing, or motor handicaps, severe emotional disturbance, or social/cultural disadvantage.

2. Developed by the California Community Colleges Learning Disabilities Northern Consortium, March, 1980

   A specific learning disability refers to a disorder in which an individual's skills are significantly below expectancy as currently measured by professionally recognized diagnostic procedures and clinical judgment. A discrepancy exists between learning potential and performance despite regular instruction and educational opportunity. A dysfunction in one or more of the learning processes results in difficulties in acquiring academic skills. Specific learning disabilities are not due primarily to the following: mental retardation, deficiencies in visual or auditory acuity, physical disability, severe emotional disturbance, environmental, cultural or economic disadvantage.

3. Developed by the California Community Colleges Learning Disabilities Southern Consortium, January 1980

   A specific learning disability refers to disorders in which an individual has a severe discrepancy between intellectual ability and achievement, as currently measured by professionally recognized diagnostic procedures, in one or more of the following areas: listening comprehension, oral expression, written expression, basic reading skills, reading comprehension, mathematical calculation, and mathematical reasoning. This severe discrepancy exists despite regular instruction. Specific learning disabilities are often due to constitutional, genetic and/or neurological factors and are not due primarily to visual, hearing or motor handicaps, severe emotional disturbance, environmental, cultural or economic disadvantage, or mental retardation.

The following are definitions which meet the legal requirements of the Department of Rehabilitation and the United States Office of Education:

4. Developed through the Office of the Director, Department of Rehabilitation, State of California, September 24, 1979

   Specific learning disabilities are disorders in which the individual's ability to process language, read, spell, and/or calculate is significantly below expectancy as measured by departmentally recognized diagnostic procedures despite conventional instruction, adequate intelligence and socio-cultural opportunity. Specific learning disabilities are frequently due to constitutional, genetic or neurological factors. Specific learning disabilities include dyslexia, dyscalculia, dysgraphia, agnosia, and dysphasia.

   Limitations caused by specific learning disabilities must impair educational or vocational progress to be considered vocationally handicapping.

Learning programs due primarily to mental retardation, emotional, visual, hearing or other readily identified medical problems, or those resulting from maturational lag, socio-cultural disadvantage or behavior problems are not to be interpreted as learning disabilities qualifying for Department of Rehabilitation eligibility under this definition.

5. Developed by the Office of Education, Department of Health, Education and Welfare, Part B of the Education of the Handicapped Act (PL 94-142), Section 121a.5, part (b)(9)

   "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.

LOS MEDANOS COLLEGE
LANGUAGE ARTS 97T

INSTRUCTOR:
N. COLLINS

PREPARING AN INFORMAL GROUP READING TEST

1. Use the textbook of the subject matter area that the students are required to read during instruction periods or for home assignments.

2. Select from the first quarter of the textbook a reading passage about 500 words in length. Use the appropriate chapter heading or subheading or write a suitable heading in order to provide a purpose for reading.

   To assure a more adequate grade selection of reading passage a readability formula may be applied.

3. Type on a stencil the selected reading passage without typing errors and mimeograph it in a quantity equal to the class size.

4. From the selected reading passage, construct three fact questions, three vocabulary questions, and four inference questions. "What does he say?" "What does he mean?" and "What evaluation can he make?" Lead into and denote differing degrees of comprehension. Always present inference questions, although the quantity of each kind of question may vary in accordance with the content of the selected reading passage. After the ten questions have been constructed, type them on a stencil and mimeograph.

   The prescribed procedure results in two mimeographed sheets; one with the reading passage and the other with the ten questions. The subject matter teacher is now ready to administer the informal reading test to his class.

   Each student will receive a mimeographed sheet with the reading passage taken from the assigned textbook. The teacher will instruct the students to read as they do normally. After they have read the passage, they will receive a second sheet with ten questions which must be answered in accordance with the content of the reading passage.

PROCEDURE

Distribute the mimeographed reading sheet face down. Ask students to wait for the signal to start reading. These students who finish reading ahead of the others turn their reading sheet again face downward. They will wait until all students have finished reading. Then the teacher distributes the question sheets and collects at the same time the reading sheets in order to avoid student temptation to "check out" answers. The teacher will instruct the students to read each question very carefully to think of the content read, and then write a word, a phrase, or a sentence answer as each question may require.

When questions have been answered, collect each question sheet and proceed with regular subject matter instruction. It may be suggested, however, to integrate all questions, or at least some of them, into following classroom instruction so that the group informal reading test becomes a functional part of actual teaching and not a test as such for the purpose of labeling students. The teacher or Instructor should always emphasize that the results of this exercise will assist him to help each student to progress more successfully within his own capability.

PREPARING AN INFORMAL GROUP READING TEST (Continued)

The teacher corrects the ten questions by marking them either correct or incorrect in accordance with the content of the reading passage. To facilitate scoring, each question may be said to be equal to ten points, thus providing a scale of 100. A score of 70 percent is said to be the minimum of acceptable performance on secondary or college level.

RESULTS

The obtained scores will divide the class into two groups: one group over seventy (+70%), the other group under seventy (-70%). Students who have achieved plus 70 per cent are able to read the assigned textbook. Students who have achieved minus 70 per cent will have difficulty or are hardly able or are not able at all to read the assigned textbook.

The twofold result provides a rather rough indication of the students' reading abilities, which does not provide a sound basis for teaching. With additional teacher effort and another 15 minutes of the following class hour, a more accurate picture of instructional reading level can be obtained.

An example will indicate results to be expected. In a grade nine setting in a secondary school, the teacher prepares for the plus 70 group an informal group reading test on the eleventh grade level, while for the minus 70 group he prepares a group informal reading test on the seventh grade level. After administration and correction four instructional levels will emerge, including plus and minus eleven, and plus and minus seven.

The plus eleven group in this sample is capable of handling reading materials corresponding to grade eleven or above. This minus eleven to plus nine group is capable of handling reading materials above grade nine and ten but not above grade eleven. The plus seven to minus nine group is capable of handling reading materials above grade seven and eight, but not above grade nine. The minus seven group is capable of handling reading materials below grade seven.

The minus seven group needs further attention: that is, individual reading inventories should be given to find out the students' major deficiencies. In most cases the services of a reading specialist will be necessary to provide for adequate and special help.

The group ranging from plus seven to minus nine needs the teachers' immediate assistance to work for improvement in various areas such as word recognition skills, dictionary skills, comprehension efficiency, and study skills. Whatever the deficiencies of this group may be, the subject matter teacher during regular classroom instruction can help.

The group ranging from minus eleven to plus nine, in addition to regular classroom teaching, needs instruction in varying reading and study skills which will assure active learning and active student participation.

The members of the plus eleven group must not be forgotten or left to themselves. They also need the teacher's assistance and may present a special challenge. They need special guidance toward critical reading, reading rate improvement and reading flexibility, and toward higher level comprehension skills.

After the instructional reading levels of the students have been obtained in accordance with the prescribed procedure, regular classroom instruction with selected instructional materials may then proceed. To take care of the various reading levels during instruction, directed reading activities with a multi-level textbook approach should be utilized.

Taken from: Taschow, Horst. "Instructional Reading Levels in Subject Matter Areas", Reading Improvement 4:73-76, 1967.

jt (10-13-80)

LOS MEDANOS COLLEGE

LEARNING ABILITIES/DISABILITIES

15 Frames of Reference

	Point of Viewing	Diagnostic Procedure	Descriptive Terms	Information
1.	Anatomical (genetic)	Family history	dyslexic hyperkinetic	Critchley Bannatyne
2.	Behavioral (environmental)	Behavior analysis	nonattending disruptive	Skinner Haring Lindsley
3.	Biochemical (nutritional)	Metabolic evaluation	hypoglycemia anemia	Cott Kretch Davis
4.	Constitutional (pathological)	CNS testing EEG	brain damaged hyperactive	Orton Strauss Cruickshank
5.	Developmental (maturational)	Case history	language-delayed "late bloomer"	Gesell DeHirsch Piaget
6.	Educational (situational)	Achiev. Testing Diagnostic Tchng	underachiever Educationally handicapped	Holt Page
7.	Functional (inferential)	Motor-Perceptual testing "symptoms"	cerbral dysfunction perceptually hdcpd	Clements Frostig Kephart
8.	Psycho-analytical (clinical)	Projectives Structured interview Psycholanalysis	phobic depressed anxious	Bettelheim Axline
9.	Modal (intergrational)	Optometric exam Audiogram	visile audile	Getman Rosner Wepman Kirshner
10.	Model (linguistic)	Language evaluation I.T.P.A.	auditory decoding deficit	Osgood Kirk Bateman
11.	Neurological (physiological)	Neurological exam	disorganized confused dominance	Delacato Fay Ertl
12.	Personal (anecdotal)	Graphoanalysis Drawings Autobiography	unmotivated creative dependent	Guilford Goodenough
13.	Psychological (statistical)	Psychometric profile WISC; Rating scale	high risk	Wechsler Myklebust
14.	Sociocultural (experiential	Social maturity scale Community analysis	culturally different bilingual confusion	Meade Riessman Doll
15.	Speculative (miscellaneous)		sociopathic delinquent	Krippner Poremba

The Genetic Point-of-Viewing

Is it possible for an individual to inherit a specific disability in learning? That is, might an individual be completely healthy, wealthy and happy and yet have a central nervous system structure that cannot read?

Years ago, individuals were thought to be "word-blind", having a deficit or gap in the area of the brain required for the storing of word patterns. Later, it was found that normal brains do not hold words in a specific place. However, since our brains do vary in structure as do our bones, skin and hair (no two of us are exactly alike), wide differences in processing words were found to be normal just as wide differences in skin tanning and hair curling are normal.

One facet of the genetic argument is loaded with true theological dangers. It is speculated that some reading, conceptual, orientation and perceptual problems may have evolutionary origins. The "emergence" of man thus brings new capabilities but finds them tacked on to old primate nervous systems. Some disabled individuals, according to this view, have not yet acquired their species' specific capabilities -- their true humanness.

Differences between boys and girls in visuo-spatial, verbal and coordinative abilities are interpreted by some to be the result, not of abnormality, but of the different selection pressures exerted against men and women in the evolutionary struggle to survive. Since most humans in the world do not yet read, it remains to be seen whether the ability to read is essential to survival as contrasted, for instance, with the ability to resist the cancer-causing agents we breathe in the automobile exhaust-saturated atmosphere around our reading clinics.

The genetic point of viewing requires a thorough look at family members. One cannot accept the inherited trait explanation for a learning disability on the basis of "a WISC and a whim". Familial evidence must be a part of the data used to support the genetic hypothesis. In one case the handwriting samples of four generations proved valuable diagnostically, while in another case the drawings of four impaired siblings was contrasted with that of a fifth who was not disabled.

Terminology often reflects a point of viewing. It is as if professionals not only choose up sides, but also choose their words based upon their personal orientation rather than the lucidity of the words. The term "dyslexia" illustrates the point. The genetic, inborn, structural, anatomical point of viewing was originally introduced in the medical literature, especially from opthamology and neurology. As is the medical custom, a pathological condition was born with the invention of a word formed from the Greek and prefixed and suffixed to satisfy ("dys" -- a medical prefix indicating difficulty or poor condition, plus "lexia" -- Greek root meaning "word or pertaining to words" becomes "dyslexia" -- an inborn condition of one having difficulty with words.

Similarly, "hyperkinetic" suggest an inherent neuromuscular disorder resulting in spasms and excessive muscular action. "hyper" -- excessive or exaggerated, plus "kinetic" -- pertaining to motion and the action of forces in producing or changing the motions of masses becomes "hyperkinetic" -- the condition of displaying excessive levels of movement due to inborn neuromuscular forces. The non-medical literature early described such a child as a "drive child" whose incessant movement and "on-the-go" character was due to an inherited condition rather than to environmental, cultural, educational or maternal factors.

Each point of viewing has many articulate spokesmen. MacDonald Critchley, President of the World Federation of Neurology, is perhaps best known and influential voice of the inborn disorder. His book, Developmental Dyslexia, states the case for specific genetic learning disabilities in a clear, research-based style.

One value of the genetic point of viewing has been that of broadening the concept of "normal". Years ago, it was suggested by John Money that if we required the same level of accomplishment with music symbols that we expect of visual language symbols, we would have a national problem of epidemic proportions. We would call it "dysmusicalexia", for it would be inborn -- some people just can't carry a tune in a basket!

When we flunk that small number of unfortunates who are born to fail to read, we might just as well flunk those who are born to sing off-key, those who cannot differentiate the tastes of various spices in the soup, those who cannot find a tulip in a flower shop by smell alone, those who don't feel any difference between a cotton, nylon or polyester sock, and so on. "Normal" includes many children now called learning disabled. The systematic study of genetic differences changes attitudes, expectancies and classroom procedures.

The presentation of teaching methods suggested by each of the points of viewing is beyond the scope of this book.

Constitutional-Pathological Point of Viewing

Do not accept the view that etiology does not matter. The cause of a learning disability behavior may very well dictate a remedial procedure far more than the behavior itself. It is tiresome to confront again and again the superficial behaviorist position which discounts the basis of a disability in favor of an observable baseline of behavior brought about by the disability. The brain damage point of viewing with its monumental contributions to our understanding of learning disabilities should be sufficient to temper the behavior winds that have swept up those looking for answers rather than solutions.

The brain can be hurt. Many times the brain can recover from the hurt so that behavior is not altered noticeably. Yet, brain damage often produces selective impairments of movement, speech, thinking, emotionality, vision, reading, and so on. Samuel T. Orton published the results of his work in the 1930's convincingly linking brain pathology with specific reading, writing, speaking, and spelling disorders.

Alfred Strauss, in the 1940's, further associated brain injury and the psychopathology of classroom learning. William Cruickshank's contemporary work leaves no doubt as to the educational importance of the brain-damage diagnosis. In fact, it is clear from Cruickshank's findings that teachers generally are not given experiences in their training which will insure the competencies necessary to instruct brain-damaged learners.

My own intrigue with the "split brain studies in man" resulted in an even greater determination several years ago not to discount what one could learn from any given perspective. R.W. Sperry reported unusual findings in the 1960's associated with ten persons whose brains has been "split" by surgery. Left and right hemisphere had been divided in a dramatic, life-saving move. It is hard to conceive of a more striking instance of constitutional damage -- true brain injury.

In an hour-long, dramatized lecture, I sometimes trace the "herispheric dominance" theories of Orton through the "unity of intelligence" findings of Speery. The implications for understanding isolated disabilities in visual language and for teaching reading are provocative. Specific illustrations tie together the work of neurosurgeons (a la Orton and Sperry), clinical measurement (a la Wechsler and Durrell), remediation strategies (a la Fernald and Cruickshank).

The direct result of my presenting the split brain lecture at a conference in Kansas was the saving of a girl's life. I was to learn this act two years later.

A young school psychologist told me his story in the lobby of a convention hotel:

> In the month prior to your lecture, I had been observing a little girl whose behavior was baffling her teachers, her parents and me. She was turning increasingly inward. Almost daily, her verbal communication decreased. She was withdrawing from classmates into a shell.
>
> However, the initial complaint was with her writing. She had begun to write lighter and lighter each day so that over a four-week period, her papers had become imperceptible. Her writing was also shrinking. A magnifying glass could not even reveal what she had written in the week before your conference speech.
>
> Staffings had produced two strategies for the family and school to follow. The first was a behavior oriented plan designed to reinforce her speech interactions with classmates and modify her written work. The second was a clinical option based upon a preliminary consensus that some form of autistic syndrome was developing and its roots would have to be revealed in

> a play therapy or clinical setting. The parents were prepared to enter into counseling themselves.
>
> I raced home from your "split brain" lecture, which I frankly did not understand all that well. However, the key illustration which you acted out bounding all over the stage gave me an idea.
>
> I went to the girl's classroom first thing in the morning. I asked her to write her name on a card for me which she did so lightly and so cramped that I could not see anything. Then, I turned the card over and asked her to write her name again, but this time to use her left hand. As she wrote, she labored in the way that most of us do when we use our "dummy" hand, as you say. But, her clumsy letters were big, bold and dark!
>
> I almost screamed, "My God! There's something wrong in the left hemisphere of this kid's brain!" Two days later, a tumor was diagnosed which was exerting pressure from the left rear of her brain throughout a generalized area in the left hemisphere.
>
> I can't thank you enough for giving me a different perspective at a time when I needed it!

With those words, he wept openly! My eyes brimmed with tears of thanksgiving -- thank goodness, there are many points of viewing.

The Biochemical-Nutritional Point of Viewing

Eventually, the biochemists may tell us more than any other groups about learning. Certainly, the chemical changes which continuously occur within the brain and throughout the body are critical to learning. The use of medications to affect levels of activity, seizures and emotional states among students is wide-spread. Research implicating nutritional deficits in certain kind of learning problems has already provided an alternative to the cultural deprivation and bad mothering conclusions which have been applied indiscriminately to poor people throughout the world.

Recently, health food faddists have been joined by clinicians and researchers demanding that chemical additives be subjected to critical analyses before they are permitted to reach the grocery shelves. One doctor reported that over 50 percent of his patients lost all trace of hyperactivity when restricted to diets containing food with no artificial coloring or flavoring. Cott's studies have shown massive vitamin doses to be effective in changing the behavior of schizophrenics as well as learning disabled children.

The Developmental-Maturational Point of Viewing

In the area of the gifted there existed for many years a myth which stated "early ripe, early rot." The idea prevailed that precocious children who did amazing intellectual feats would either burn themselves out at an early age or fall victims to dire problems and become emotionally unstable or even suicidal.

In the area of learning disabilities there exists a point of viewing which implies that if parents would just relax, the children would eventually grow out of their problems. Evidence for such a possibility is common in the form of examples and it is not uncommon for every school to have its late-blooming academic flowers. There is, however, more to the maturational lag frame of reference than just a wait-around-and-see attitude.

School readiness studies have repeatedly pointed out that up to one-half of every first grade class are disadvantaged in that they are behind from one to six months in just being alive. Except in very innovative schools, all children within a year-wide age range will come to school on the same September day.

Now it is possible to predict with great accuracy which children will fail to learn to read by the end of first grade and which will fail even by the end of second grade. Correspondingly, we have seen the establishment of "transitional" and "developmental" first grades where high-risk students are not expected to behave like good first graders.

In those cases where parents have been overanxious and have not understood the plasticity of intellectual development, I have introduced deHirsch's "jello" analogy. Mothers are familiar with the process of making jello. After boiling water has been added and the fruit stirred in, the fluid is poured into a mold and placed in the refrigerator. Should you plunge your finger into the mixture shortly thereafter, you will withdraw it covered with colored goo that hasn't hardened yet. You might repeat your gooey experiment several times with the same result.

Finally, you will stick your finger into the mold only to find that the mixture has jelled. It has matured. It is ready.

Perhaps we can say that we have a concoction called a first grade child. We plunge our fingers into him -- first the rhythm band, then the phonics chart and the hopscotch mat with numbers. But it all comes out gooey -- not because he's sick, damaged or structurally unsound, but because he hasn't jelled yet for these activities. He's not ready. He may have to "cool" it for a while longer.

The maturational point of viewing is a favorite of pediatricians. The typical pediatric load includes many mother-child relationships which need the "cool it" advice. But, when a truly frustrating disability is not reponsive to the wait-and-see strategy, the parent-doctor relationship becomes as strained as the parent-child relationship. Enter, then, a new point of viewing.

The Functional-Inferential Point of Viewing

The growing popularity of the learning disabilities movement in the 1970's was due largely to the dysfunction rationale. The rationale rests on the premise that inferences about brain function can be drawn from observing the child's attempts to perform certain specific tasks. For instance, when a child tries to draw a line from an illustrated mouse to an illustrated piece of cheese across paper containing lines of varying widths, the child is revealing indirectly the brain's ability to manage eye and hand under conditions which can be analyzed repeatedly.

With enough imagination, it is possible to create an infinite variety of brain dysfunction measures. Indeed, the ease with which tests of dysfunction are constructed has produced a whole arsenal of clinical tools which boast of their practical value, their sound standardization and their quick scoring format.

So prone are we all to misuse such tests (I still see advertisements promising that "your child can make one year's growth in only six weeks") that I often ask myself the question Carl Haywood first asked, "Perceptual Handicap -- fact or Artifact?" Does poor performance on a test of "perception" constitute a handicap any more than poor performance on a test of "culture", a test of "creativity", or a test of "adjustment"?

Publishing companies that had previously shown little interest in the special education needs of handicapped children stampeded after the dysfunction clientele. So many of us exhibit minimal dysfunction in so many areas, yet without manifesting lower "intelligence" (pick your IQ test and you can be normal too!), that special education finally reached commercial proportions ("every classroom needs one..."). This is not to discount the existence of motor, perceptual, language and conceptual disorders which reveal brain dysfunction. Merely, it is to say that the field of learning disabilities hit the commercial big time with the acceptance of a wide range of dysfunctions where it had been barely a publishing "footnote" earlier.

Marianne Frostig published tests and classroom worksheets that ushered in an era of classroom remediation strategies. Such strategies began to challenge the goals and procedures of every regular classroom teacher. Newell Kephart broadened the application of his life's work through the Slow Learner Series. As a point of viewing, the functional-inferential way of doing things moved the L.D. movement into high gear. For a while, it was the most popular place to stand, though certainly not the safest.

Here is an exchange concerning dysfunction which occurred when eighteen well known CEC members had gathered to propound their views:

First expert: Why can't we simply accept the fact that learning disability is simply an educational synonym for the clearly established medical syndrome known as minimal cerebral dysfunction.

Second expert: That would be fine, but I can never get the neurologists to tell me conclusively when they have discovered minimal cerebral dysfunction.

First expert: Well then, you are talking to the wrong neurologists!

Third expert: Hold it a minute. It seems to me that around this table we have some persons who are interested in all the kids with central nervous system mess-ups whether or not they have school learning problems. Other persons here seem to be interested in all the kids with school learning problems whether or not they have central nervous system mess-ups. I think, that as an educational organization, we simply have to decide at which place we are going to start.

The Educational Situational Point of Viewing

"Learning disability is a good problem to have," said the M.D. on the platform, "because most learning disabilities disappear at about 18 when the child finally leaves school." Hardly a fair comment, but the hearty response of the audience reminded me that school often does compound the problems associated with learning disabilities.

John Holt told of the child who had learned to put her hand up whenever there were three or four other hands in the air. However, he discovered that she never answered a question. When she was unfortunate enough to be called upon, she dropped her hand and mumbled something about not being sure of that one. She had learned to fail to learn.

Schools are preoccupied with organization. Thus, a disorganized child finds himself getting drinks of water at the wrong period, standing in the wrong line, waiting for the wrong bus, looking out the window at the wrong time, speaking to the wrong classmate and generally seeming disobedient.

Schools are preoccupied with learning subject matter. Thus, a child who is mixed up in chapter one is quite likely to be mixed up in chapters two, three, four and five. An incomplete project in the first six weeks signals incompletes in the second, third, and fourth grading periods. Disinterest founded on confusion isn't likely to be assuaged by motivational techniques.

Schools are preoccupied with judging children under the guise of evaluations. Learning disability kids are failures and no "mickey mouse" variations in grade cards or reporting systems will change the aura associated with being low man on the totem pole. A few schools have abandoned grade levels, grades, predetermined goals, progress reports and criterion-referenced learning in general. Failure in such rare settings has an altogether different meaning and feeling.

Some remedial efforts are so strongly tied to traditional school characteristics that we now find it possible to "fail" remedial reading, perceptual training, adaptive physical education, adjustment class and resource room! In other words, when the school makes a significant effort to help the disabled learner, any learner who still fails to attain the objectives established for him is really a bad guy.

It's hard to imagine how disappointing it must be to disappoint everyone who is trying to help you. As long as schools are organization-achievement-, and judgment-oriented, the problems of the learning disability child will be exaggerated.

The M.D. concluded, "Since we are unlikely to change the central nervous system of the child, the least we might do is help him to be happier during his school years." No doubt, schools could go a long way toward being happier places for disabled learners, but everyone would not agree that we are unable directly to affect the brain. Read on.

The Neurological-Physiological Point of Viewing

Glenn Doman and Carl Delacato really bugged special education and conventional learning disabilities experts with their controversial ideas. Doman's best selling book, Teach Your Baby to Read, introduced a rationale for stimulating learning capabilities that surprised many educators of the handicapped, but was not at all unknown to students of the gifted literature who were accustomed to early stimulation experiments. Geniuses such as John Stuart Mill and Norbert Weiner, father of cybernetics, were subjected to rigorous training during infancy.

Delacato introduced the neurological organization rationale with its directed, intensive, physiological stimulation techniques in his Diagnosis and Treatment of Speech and Reading Disorders, a book which has seen several printings. Together, these pioneers established the Institutes for the Achievement of Human Potential in Philadelphia where, according to Doman, "we have seen and treated more brain-injured children than anyone in the world."

In simplistic terms, the Institutes teaches that the brain of a disabled learner can be affected directly by stimuli (light, noise, odor, taste, temperature, pressure) and developmental movement patterns which are introduced or applied with greater frequency, intensity and duration than would normally occur. The theoretical basis for the IAHP approach has often been challenged. The IAHP procedures themselves have been openly rebuked, and Doman and Delacato have been publicly criticized. Nonetheless, the work of these men has been distinct and influential.

It is not necessary to critique the neurological-physiological point of viewing in this paper. That has been accomplished in the professional literature. What is necessary to say here is that controversy should never be permitted to close the mind. Montagu warned years ago of a condition he called psychoschlerosis, hardening of the mind.

For my part, I went to Philadelphia with a group of thirty professionals (pediatricians, psychiatrists, orthopedic specialists, psychologist and special educators) for a week of intensive training so that I could respond more intelligently to the pressures of a parent group in Nashville and introduce my graduate classes to factual information, not innuendo, concerning IAHP. I have similarly met and studied points of viewing in person with recognized leaders whenever possible. I find I have so much to learn.

Phi Delta Kappan, the journal published by the nation's largest educational leadership fraternity, examplified the spirit of critical openness by presenting its readers the controversial work of John Ertl. Ertl is the Canadian inventor of an electronic diagnostic device that gives an index of human neurological efficiency. His goal of identifying one's true intelligence by monitoring the electrical energy produced by the brain had been reported in the 1960's by MENSA, a worldwide organization of individuals whose members must score in the top 2 percent on a recognized test of intelligence.

While Doman and Delacato have travelled the world studying primitive cultures in order to isolate developmental patterns that have neurological rather than cultural bases, Ertl has been attaching electrodes to the heads of thousands of persons in order to do the same. Both approaches have produced data that erode further the prestige of traditional tests as a true measure of individual learning potentials. Such tests are more correctly identified as special achievement tests.

The Psychological-Statistical Point of Viewing

The testing game has never been played harder than it is being played in the learning disability arena. Vocational guidance, Army classification, college entrance and school readiness continue to have their day, but the learning disability profile is surging forward to rank near the top of any psychologist's or educational diagnostician's agenda.

The coming of the computer to school districts and research centers is having a profound effect on the learning disability scene. Test scores, coded behaviors, medical data and the like are punched in, processed and printed out. The resultant profiles and prescriptions seem to foreshadow a day when a child will enter school with a social security number (to activate the central computer), a dog tag indicating his learning style, an IBM card to record his hourly progress, and TV antennae on his wrist so that he might plug into his daily learning menu as prepared especially for him by the Media Central Learning Dietician.

Diagnostic testing for children with learning disabilities is big business. It expensive business. It can be monkey business.

I have consistently taken the position that it is wrong to generate test data if there is not a reasonable expectancy of an appropriate response to the data. Why, for instance, should a child be subjected to a battery of tests outside his school when the school personnel have not taken appropriate action on the wealth of diagnostic data contained already in the child's cumulative folder?

Again, why should a child see a specialist who translates diagnostic findings into advice that cannot be carried out in the home and school circumstances in which the child is expected to function? Too often, diagnostic testing meets the needs of the tester rather than the testee.

Statistical analyses do have many valuable applications. The *Wechsler Intelligence Scales for Children* have proven remarkably accurate in identifying learning disabled children. Even more, these scales have differentiated among various types of disabilities. However, it has only been in recent years through publications such as *Academic Therapy Quarterly* that classroom teachers have been shown how test tasks relate to school learning tasks with specific suggestions for altering instructions for statistically deviant students.

The diagnostic studies conducted by Myklebust from 1965-1969 have provided me with one of my strongest in-service tools, the *Pupil Behavior Rating Scale*. I use it not only to diagnose learning disability students, but to diagnose teachers in relationship to such students.

Although Myklebust found that a carefully researched rating scale in the hands of an experienced teacher is more powerful (statistically) in accurately diagnosing learning disabilities than any other single method (i.e., opthamological examination), I rewrite items to affect *teachers*. For example, when the scale says ". . . mind often wanders from discussions," I have teachers add the phrase, "the way I conduct discussion."

In this way the teacher always is part of the problem. Therefore, she can deal with the problem immediately -- she can change her part! She doesn't have to send the kid out and wait for a profile and a prescription to come back. In my opinion, the more regular classroom teachers who get this message, the more likely we are to accommodate the unique styles of all learners in the mainstream program.

The Behavioral-Enviornmental Point of Viewing

I contend that teacher behavior must change before student behavior can change. A science of behavior as proposed by B.F.Skinner would specify the changes necessary to elicit more effective student behaviors. Interestingly, controversy has erupted around such an innocuous sounding point of viewing and legislatures are presently contending with bills which would make behavioral techniques illegal.

Psychologist have been challenged to face up to the ethical questions that surround the use of powerful "undercover" procedures. Schools, of course, have always used hidden persuaders and gotten away with it.

When learning is defined simply as a change in behavior, then learning disability may rightly be considered as the failure to exhibit a desired change in behavior. Since behavior can be shown to be related to the environment in which it occurs, it is logical to conclude that changing the environment will *ipso facto* modify the behavior. Since behavior seems lawfully influenced by its consequences, arranging consequences can be a powerful determinant of future behavior. So far, so good.

The learning disability movement seems determined to borrow the M&M's and plastic chips from the mental retardation and emotional disturbance camps and to join the rising chorus of those who say "Labels are lousy, long live behaviorist jargon instead!" So far, not so good.

Labels are for jelly jars, I admit. But, thank goodness for labels. They make life intelligible. I sure don't want to spread sorghum on my biscuits. What a waste to throw away a ruined biscuit and how senseless to dip a finger into the jar to taste each time before I am able to "relate in a meaningful way" to the contents.

Instead of tossing out all labels, why not face the hard truth that the labels are often meaningful -- it is we ourselves who misuse them. It is I who says that sorghum is lousy -- the label just says "sorghum".

Since the behaviorist point of viewing is well represented, let me acknowledge its influence on me by anecdote rather than by analysis.

I was co-hosting a crackerbarrel session at a national conference. My colleagues were Norris Haring and Milt Brutton. After describing a successful clinical experience using programmed reading material, Haring was questioned persistently by a disbelieving teacher:

Teacher: What material did you use when the child could not do the programmed book?
Haring: We used no other material.
Teacher: But you must have. What did you do when the child made mistakes?
Haring: Our students didn't make mistakes.
Teacher: Well, when they misunderstood an example, did you make up other similar examples?
Haring: We don't create reading programs. All we do is see that the students respond correctly to the program we use.
Teacher: But you must use other materials if all the children are going to be successful.
Haring: Our job is to see that all students repond correctly to this program; we don't need other programs.
Teacher: I don't see how you can get them all to read.
Haring: We arrange the necessary contingencies so that the students respond correctly -- would you agree that if the students responded correctly, they would in fact learn to read?
Teacher: Yes, but I don't see how you can do it with only one program.
Haring: Ma'am, we could get a fencepost to read with this program if we could get it to respond just one time!

Since that afternoon, I have been ever more conscious of the "contingencies." I had tried to teach a few fence posts and found that mostly I had entertained them. Of course, I suspected the problem was in the program or in their background, their parents, their development, their handicap, their profile, their chemistry -- so what could I do? From that day on, I knew what I could do. I could teach them to read. If Haring could do it, so could I.

The Sociocultural-Experiential Point of Viewing

Each person's environment is different. Therfore, our experience is uniquely different.

When geosociocultural forces combine to produce starkly different environments, we can expect market learning differences. Where the forces are not so obviously different, we tend to overlook their influence.

Imagine the experiential difference in the formative first five years of life between the Eskimo infant raised on a floating ice cap in a snow block home and an Indian infant raised in the Amazon jungle in a rain-drenched, thatch-roofed home. Or, imagine the difference between the suburban teenager in the United States and the newly iniated tribal warrior on the edge of the Kalihari Desert of Africa.

On tests of perception, the Eskima and Amazon children might differ if certain unfamiliar shapes, colors or background noises were involved. The conceptual abilities of the warrior and the suburbanite might be comparable, but each would appear retarded in many ways in the other's culture.

Only a rural visitor to downtown Nashville might hear a cricket in the Methodist churchyard -- the only grass in a mile radius of cement towers. Every shopper's head would snap around, however, at the sound of a fifty cent piece striking the pavement. We have ears, but we don't hear everything. We have eyes, but we see what we are accustomed to look for.

Learning disabilities can be culturally flavored. Margaret Mead, Pearl Buck and others have helped reveal cultural differences which can be mistaken for ignorance or handicap. And, who is to say which abilities are the better to refine? Cluhan and Toeffler have speculated that the global village of the present-future may require vastly different abilities than those presently nurtured in schools.

(How about the shocker of the 60's -- experientially deprived rats actually suffered from biochemically altered brains and subsequently became disabled learners for whom remediation was ineffective, since ensuing structural changes were permanent.)

The Psychoanalytical-Clinical Point of Viewing

Actually, the learning disability movement has been viewed by some as "the other side of the Freudian coin." For one-half of this century, learning problems were attributed overwhelmingly to psychodynamic factors. Reading clinics concentrated on motivation, desensitization, sublimating feelings and the classical passive-aggressive and acting out syndromes.

Bad mothering, penis envy, and sibling rivalry crept into reports along with "needs work in phonics" and "needs acceptance". Only in recent years have advice-to-mother columns suggested that a brain-injured, defective or learning disabled child may cause the mother to be the way she is rather than vice versa. Thank the learning disability movement for getting the monkey off a lot of mothers' backs.

Emotional factors play a major role in learning. I do not mean to dismiss the psychodynamic point of viewing too lightly. However, evidence is increasing which suggest that so-called "mental" illness is much oftener symptomatic of physical (including nutrition) deficits than was formerly believed. Furthermore, the therapies have fallen on hard times with some studies indicating that the chances of getting "well" are no greater if you receive treatment than if you do not.

The Personal-Anecdotal Point of Viewing

"We have met the enemy and he is us!" The Emerald City appears green because we are wearing green glasses. I must be normal; they are all so different.

No matter how we say it, the message is the same. The differences and problems in the world may very well be in us. We are each one unique unto ourselves.

A perceptual handicap may in one instance be no more than an individual with an IQ of 125 sitting at a conference table with three individuals having IQ's of 175. In another instance, perseveration, so often associated with mental retardation, may turn out to be a characteristic of creative genius at work (Thomas Edison).

Goodenough (Draw-a-Person) and Guilford (the Structure of Intellect) point the way toward a highly personal view of learning. It is doubtful that two children have ever drawn a person just exactly alike. It is our mistake that we will give children the same score, attach to both scores the same meaning and treat the children alike for having gotten that particular score.

Guilford 's ideas of intelligence based upon factor analysis have already opened up the field of the gifted by sweeping aside IQ and traditional profiles in favor of a mosaic with not less than 120 facets of talent and ability. No doubt the learning disability field will embrace an ever-broadening version of intelligence as well.

Cognitive style is almost a meaningless phrase unless a structure such as Guilford used to identify the components of such a style. Historically, of course, style was confined almost entirely to the idea of modalities for learning. A pretty good case continues to be made today for the visile, audile or tactile oriented learner.

The Modal-Integrational Point of Viewing

Who has not been fascinated by visual illusions? No matter what your brain tells you must be true, your eye refuses to cooperate. You are a victim of what you see, since you are prone to believe it.

The mystery-sound radio contest often asks you to identify a famous person's voice or a common sound magnified many times. Why is it so hard to figure out? You are a victim of what you hear in spite of what you know you should be hearing.

In short, we learn to hear what we hear and we learn to see what we see. Should this basic learning be less than perfect, we will to that extent be less intelligent than we ought to be.

We might trace a learning disability back to the original deficit modality and overcome the disability by developing new sensory efficiency. Then, we would reunite the modalities toward an integrated, normal capability. Briefly, this is the developmental modalities point of viewing.

While optometry has been the traditional home of the developmental vision perspective, educating the senses is an old Montessori ideal. Early stimulation is not enough, however. Suppose, for example, that you have four record players playing simultaneously. The first is the Mormon Tabernacle Choir singing "The Battle Hymn of the Republic" accompanied by the Philadelphia Philharmonic Orchestra. The second is "The Stars and Stripes Forever" with the United States Marine Band. Third, Robert Merrill of the New York Metropolitan Opera Company performs his role in "Pagliacci", and finally, Boots Randolph of Nashville plays his best-selling "Yakety-Sax". If the record players are all blaring at once, would you be stimulated? Yes! Would you learn anything? Not likely.

The key is structuring experiences for each modality so that it learns to attend, discriminate, arrange, select, reject, associate, recall, classify, and interpret information with other modalities. It is, in essence, teaching the brain to learn. As Getman writes, you can improve your child's intelligence.

The Pick-A-Model Point of Viewing

Just suppose you could not find out about a child's family or identify any clearly inheritable, structural deficit. Suppose you had no metabolic data and couldn't get a complete work-up. Suppose, further, that you could find no early records and could get no developmental information from the child's mother. Further, you were unable to learn about the schools the child had attended and the situational factors associated with his performance. A neurological evaluation is not available, no one has ever completed a rating scale, a W.I.S.C. or a computerized profile. Accept the fact that you can have no school readiness data, cerebral dysfunction or perceptual test scores, and the child's neighborhood, geographic and sociocultural history are unknown to you. Suppose that no drawing, handwriting, cognitive factors tests or autobiographical forms have been acquired.

What could you do? Would you believe that the most popular point of viewing in the country has not yet been mentioned?

The number one thing in learning disabilities at the present time is the use of a psycholinguistic model in diagnosis, interpretation, remediation and evaluation. The Illinois Test of Psycholinguistic Abilities (ITPA) based on Osgood's model of language has won out over other lesser known measures and models. Be of good cheer, you are in the clear.

Miscellaneous Points of Viewing

There are many other places to stand in the learning disability arena. You are welcome to find a comfortable place and settle down.

The maladjustment, delinquency, sociopathic, criminality chair offers these interesting possibilities. Krippner found sociopathic tendencies in several poor readers by the age of twelve -- chicken or egg? At several meetings of the Association for Children with Learning Disabilities, Chester Poremba has been presenting evidence linking learning disabilities with delinquency in up to 80 percent of the criminal population studied.

One thing seems certain. Long jail terms and forced labor are not likely to alleviate the learning disabilities among juvenile offenders at our penal institutions or among psycho-dropouts in our educational institutions.

Gifted children with learning disabilities have been a special interest of mind as well as selective deficits among some super athletes. History has been replete with both.

There is nothing true about the breakdown presented here. In any given year my students and I have had points of viewing charts that contained as many as 21 and as few as eight frames of reference. The charts are designed to help teachers appreciate the wide range of possibilities both for understanding a child's unique learning characteristics and for developing ways of teaching a child uniquely. (Each of the perspectives has generated materials, procedures, activities and techniques which are now exceeded in variety and quantity only by the developmental reading materials which glut the educational market!)

The learning disabilities movement is for real. Learning disability specialists are being prepared in training programs throughout the country. The points of viewing sketched here are among the common denominators in such programs. But education in the 1960's has been changing. New types of buildings, new scheduling plans, new staffing patterns, new media capabilities, and new concerns for the handicapped are evident.

What, then, is the future of learning disabilities to be? Is the answer more specialists and more special classrooms? Will learning disabilities settle down in a niche along side the mentally retarded, the deaf, the blind and the orthopedically handicapped, or is there a different future?

This is a summary effort of Edward C. Frierson, Ph.D., an excerpt from a manuscript to be published in Perspectives in Learning Disabilities, Kauffman, James (ed.) Merrill Pub. Col, 1976. This handout was given to those in attendance at a conference on mainstreaming in Burlingame, December 13, 1976.

185

eg (12/4/81)

10 STRUCTURE OF THE INTELLECT

..."The New 'Brain' Concept of Learning", Leslie A. Hart

..."Some Thoughts on Reasoning Capacities Implicitly Expected of College Students", A. B. Arons

..."On 'Learnable' Representations of Knowledge: A Meaning for the Computational Metaphor", Andrea A. diSessa

...A Review of the National Conference, New Orleans, 1981

...Learning Blocks

The purpose here was to present some of the most recent and recognized theories about the structure and the functioning of the intellect, as they apply to the search for ways to improve postsecondary education.

The material is varied and wide in scope, yet, there is implied, implicitly and explicitly, in all that was presented that the trend is away from the simplistic stimulus/response concept of behaviorism. The move is toward scientifically solid theories that are providing educators with promising new tools. The theories are based primarily on recent discoveries of neuroscientists and on the information-processing studies conducted by cognitive psychologists, although they also borrow from ethology, anthropology, and especially from computer science.

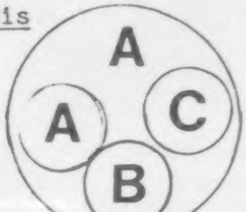
FIPSE Notes May 7, 1981 Notetaker: Bob Zavala

Review of National Conference, New Orleans

Judy talked about a new re-discovery approach in learning processes

--- We are moving from the age of analysis into the age of synthesis again

Analysis



single - internal work

A = content of nature of analysis - individual work

The last 20 years, we have been heavily oriented to the analysis process

analysis - seperation, break down into parts
synthesis - joining together of parts

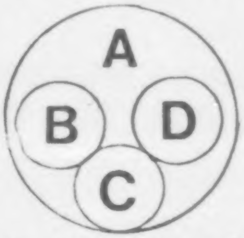
analysis - look at bits of content, behavioral, goal-oriented
synthesis - you have an external way of looking at things,
you analyse parts to see differences and comparisons;
here the student uses his/her own reasoning process

--- In the East and Midwest a big change in Ed. models

--- Product and goal oriented model may not promote creative thinking

--- Moving toward Process model away from behaviorist model

--- Returning to more traditional model, cognitive process



Synthesis
external
2 or more

A = content of synthesis
We make what is not there - process of creating

--- What do you synthesis if you don't analysis?

--- Two basic elements of conceptualization:

1. discovery of relation
2. invention of structure

--- With analysis only; inability of apply skills and knowledge

--- Operations of concept thought

1) act of joining - bring together, compare, logical operator - and, more over, furthermore
2) act of excluding - discriminate, logical operator - neither, not this;
3) act of selecting - one or other, both, logical operator - some, few, part
4) act of implying, logical operator - if - then

Piagets operations in order

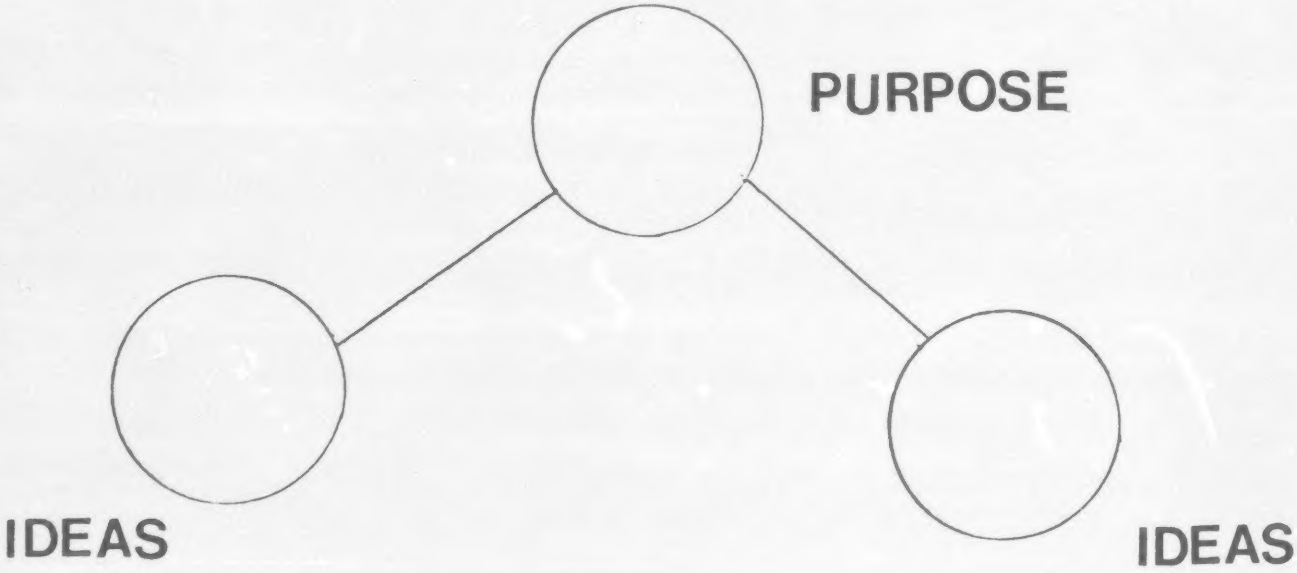
1) not - negative
2) an - conjunction
3) or - disjunction
4) if then - implication

How does cultural effect learning?

The learning circle - synthesis mode

1) exploration stage - do it
2) invention stage - explain the process
3) application stages - apply it to other learning
4) reflect - recapitulation - final synthesis

--- schema - you have to know the purpose to do the task



--- learning is dynamic not static

--- child agent of his/her own learning

--- cognitive conflict brings about learning - an internal higher order of learning

--- problem solving

--- the process is the most important product

--- put the person in the situation then they react and act upon it accordingly

cognitive active	- reading comprehension	Behaviorist passive
new creation (what is my meaning)		Acquired product (author's meaning)
new construction of meaning		same over time
painting		photograph

How do we apply all this information

F.I.P.S.E. Notes

April 2
Notetaker: Robert Sysum

Consultants: Marilyn Colley, Carolyn Lee
Learning Blocks

The two consultants were discussing the "Structure of Intellect" by first demonstrating tests that determine a student's ability to see objects in a small space. By showing partial pictures of objects that most people are familar with i.e. safety pin, glasses, ear, etc., their ability to call out the object would give you an insight to the student's visual perception and you could separate this student's lack of skill in a particular subject. If a student is below average in visual perception there are exercises that improve one's perception.

The importance of instructing very clearly on how the test is to be taken to avoid incorrect answers was emphasized, also verbal and audio memory may affect test results, so instructors should be concise. Ask students to repeat if necessary.

Spatial relationship

The portion of the brain in which you view things (shapes, etc.) is also the same portion of the brain that solves math problems. There are a number of games that were developed to improve on this ability. (These games were on display and we were shown how they work).

A machine has been developed that measures your ability to comprehend information. Experiments were made that used this machine in which the effect of the food we eat had a marked change in learning comprehension. Sugar was a primary culprit (but other foods also have considerable influence) in interfering with learning comprehension. There now is considerable interest in changing some student's eating habits (diets) to help students with learning problems.

If a student says they "crammed" for a test then drew a complete blank during the test, ask them what they ate before taking the test.

Visual perception problems

There are 21 different ways the eyes have to work, and often students are not aware that they are not seeing properly. There is a simple test for this problem - take a string about 18" long and place a knot in the center of the string, have the student hold the string a pre-determined distance from the eyes and them move the other end of the string slightly while asking them a series of questions regarding what they see the "knot" doing. The knot should stay stationary while viewing down the string.

Visual perception problems could well affect one's reading ability and concentration, and often are related to poor spelling ability. Fortunately, there are exercises that will help in focusing the eyes properly.

Often these physical problems develop into a mental problem if not observed, and students then become classified as mentally slow rather than being classified as having correctable physical problems.

The auditory channel also can be used to help in the learning processes as well as the visual. Some learn better when they talk to themselves while reading, or use a tape of the teacher's talk while reading the same material. By allowing the students to use both channels - audio and visual some students will improve in their learning.

Learning Atmosphere

A 15% retention factor 3 months later is normal, (unless a person wants to learn). Make students aware you want them in your class or that you enjoy their presence and that you want to help them learn. If they are in a relaxed, friendly learning atmosphere and you are using a multi-learning approach this will help them learn and retain more.

Coordinating exercise

The use of a "rocking board" that can be adjusted to various difficult levels can both test and improve student's coordination. This test will show that students with very poor balance also usually have very poor visual perception. Good balance requires the use of both sides of the brain and they must function together to both balance on the rocking board and to catch the ball while rocking.

The unique part about the rocking board is that it can be used to improve one's perceptual ability and this improvement will also improve the reading ability of those with visual perception problems.

At the conclusion of the discussion we viewed the various games available to help students in over-coming different learning (physical) disabilities.

11 EVALUATION

Notes on a FIPSE Evaluation Seminar

The last meeting of each semester's seminar was devoted to evaluation and review. Included at the end of this section are the notes taken during one such meeting.

NOTES

F.I.P.S.E. EVALUATION SEMINAR

JANUARY 12, 1982

Ross briefly reviewed each subject covered during the past seminar—(well done).

Each participant was asked to rate each session on a scale of 0 (least useful) to 5 (most useful).

Ross asked the group to respond to three points:

1. Things that we need to know more about.
2. Things that we should have left out.
3. Any suggested changes in the sequence of topics.

On Point #1:

- Should know more about how to work with black students—should bring in qualified outsiders to do this.

  As an aside—give next semester FIPSE schedule to this "alumni" group.

  Another aside—should have a "reunion" of FIPSE participants—early spring.

  Should have either a session or two—or parts of a number of sessions—devoted to participants talking to one another about their problems and to exchange ideas about their "favorite tricks" which help solve these problems of reading/writing.

- Suggestions that when a presenter has a bibliography that he/she wants to give to the participants, copies be made and given out at the beginning of the session.

- It is the evaluator's position that Ross should "write up" a statement that describes his views on what the seminars are all about. This should be distributed to FIPSE participants at the first session of next semesters sessions. This was supported by the participants at this evaluation session.

- It was the view by a few that 18 weeks was too long and that 2-1/2 hours was also too long. While this was not supported (I don't think) by the majority, it seemed to this writer that many supported the idea of a 10 minute break somewhere during each session.

- Someone suggested the idea that a session—or some part thereof—be devoted to a discussion on "substitute" language on the part of hispanic and/or blacks.

- Suggested that the last half hour of each session be devoted to breaking the group up into areas and each area discussing the applicability of the session to that particular area.
  -Another point of view: At the beginning of each session time should be given to discussing the application of the previous session to the "working class" (instructors).

- A point was made that all handouts be distributed to the participants in advance of each session.

On Point #2:

- It seemed to this writer that the participants were in agreement that nothing should be left out—with one possible exception. Many believed that the last session was not well done—nor were the theories propounded acceptable.

  One participant suggested that instead of dealing with the subject "Structure of the Intellect" that a session be devoted to a presentation on the brain—physiologically, not psychologically.

On Point #3:

- This writer found this discussion sort of fuzzy and somewhat contradictory. It seemed that noises were made for building the foundation early in semester and followed by applications — how to. (Not sure about this though.)

- Another big pitch made for exchange of ideas.

- Someone said, "More on reading/writing early on.

- Some suggestions for coalescing some topics (not too much though).

More

- Allow for time to talk about problems and to ask questions.

- On ESL—Worthwhile, but should have an experienced tutor talk about problems of the "run of the mill" student.

- Some believed that it would be important—early—to have Ross discuss the interface between what he does with the beginning tutor in the Tutor Training class and the needs of the faculty participants (not clear on this).

- Much discussion relative to the desirability of assessing student needs early so that the student can be advised as to weaknesses in reading and writing. This led to such thoughts as:
  - develop a control group who will have had such an assessment and subsequent counseling as opposed to a non-control group who would not have had the benefit of such counseling. (Seek grant money for such an experiment.)
  - Concurrent enrollment in the content course with the fundamentals of writing and/or reading course. (This may not be accurate. At any rate, the proposal called for concurrent enrollment in a reading and/or writing course.)

- Mandatory enrollment in "Bone Head" courses in reading and writing when determined (by testing) that the student is deficient in reading and/or writing.
- Compulsory counseling (advising).
- and more - more - more.

Ross reiterated two points:

- The tutors need for constant contact with the instructor, and
- the need for all faculty to target all students—early on—who need help and to so advise them. This point was dramatically emphasized by the reading of a paper by one of Harriet Shaffer's students. This student's major concern was that none of her instructors, prior to enrolling in one of Harriet's classes, ever, ever suggested that she needed some expert assistance (by a tutor). In her words, "It was unfair to me for all those other teachers to let me go for so long when all the time there was a problem."

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APPENDIX C

DISSEMINATION MATERIALS

14—POST DISPATCH, Pittsburg, Sunday, December 14, 1980

LMC expands its training program

Los Medanos College instructors have discovered that when it comes to reading and writing problems, nobody can help a troubled student like another student.

So with a $28,000 grant from the Fund for the Improvement of Post-Secondary Education (FIPSE), LMC this year expanded its training programs for student tutors and developed a seminar for the instructors who will direct their efforts.

Students not reading and writing well enough to keep pace with class assignments isn't a new problem at any educational level, but the "back-to-basics" outcry of recent years has refocused attention on it.

Because California community colleges have virtually no admission requirements, many observers feel the maintenance of standards has suffered.

It's a contention that runs counter to the community college ideal of education for all, and erodes the philosophic base upon which these tuition-free institutions rest.

Past attempts to solve the reading and writing dilemma have not been as successful as remedial specialists would like. First, instructors find that students who most need special assistance in basic skills are least likely to seek it.

Another problem is that those who recognize their deficiency or are "tracked" in special tutoring programs often find themselves on a course of action in which the remedial program becomes the end itself rather than a means to accomplish the task at hand: college learning.

The results of the new LMC program are just beginning to trickle in, but the sponsors have been so impressed they've all but guaranteed a second year of funding.

Dean of Humanistic Studies Sandra Booher said last week, "when we looked closely at the problem here we found that our reading and writing courses set very course-specific achievement standards for students."

"The crux of the matter, though, is that students at Los Medanos need the skills that will get them through the work required by their programs. And they will learn those skills more effectively in the context of the courses they elect to take."

"There is no 'academic tracking' at LMC," Booher explained. "We want students to choose what interests them, and then we'll provide the support to keep them there."

Instead of opening a tutoring center and waiting for students to enroll, Los Medanos takes tutoring to the students, thus capitalizing on a valuable asset.

Eastbay & REGION

Oakland Tribune / EASTBAY TODAY C

Student tutor program expanded

By the Tribune Staff

PITTSBURG — Instructors at Los Medanos College in Pittsburg have discovered that when it comes to reading and writing problems, no one can help a troubled student like another student.

So with a $28,000 grant from the Fund for the Improvement of Post-Secondary Education, the college has expanded its training program for student tutors and developed a seminar for the instructors who will direct their efforts.

Students who do not read and write well enough to keep pace with class assignments are not a new problem at any educational level, but the "back-to-basics" outcry of recent years has refocused attention on it, said college spokesman Jim Baker.

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"When we looked closely at the problem here we found that our reading and writing courses set very course-specific achievement standards for students," said Sandra Booher, dean of humanistic studies.

"The crux of the matter, though, is that students at Los Medanos need the skills that will get them through the work required by their programs," said Booher. "And they will learn those skills more effectively in the context of the courses they elect to take."

Instead of opening a tutoring center and waiting for students to enroll, Los Medanos takes tutoring to the students, thus capitalizing on a valuable asset.

Because students do choose the classes they want to attend, the program makes the most of the natural motivation that got them into the classroom in the first place.

Once class begins, instructors can see which students are doing well and which ones need outside help. Students who need basic reading and writing assistance are then assigned to a tutor from that class who has been selected by the instructor.

"With tutoring set in motion in the classroom, students find there's a direc and immediate application of the help they're receiving," said Booher. "That's something traditional reading and writing programs can't offer."

The second part of the program involves training faculty in the techniques of directing, supervising, evaluating and encouraging tutors.

"Instructors in areas outside the language arts are not necessarily skilled in working with reading and writing tutors, so we've built into the program a section for their participation," Booher said.

Although the instructors already know a great deal about the subjects they study in this program, the material presented to them concentrates on specific student needs.

Subjects they study include how to encourage literacy development through class assignments, such as providing an opportunity for students to write several drafts of a paper, or providing a model for planning and organizing for students to imitate.

Instructors also experiment with writing as an aid to learning, retention and cognitive development, instead of as a way to report information for evaluation.

There are 10 instructors now attending the once-a-week classes, but if the promise of the program is realized, all Los Medanos instructors will eventually take part.

WCRA
Western
College
Reading
Association

READING • LEARNING ASSISTANCE • DEVELOPMENTAL EDUCATION • TUTORIAL SERVICES

May 20, 1982

Ross MacDonald
Los Medanos College
2700 Leland Rd.
Pittsburg, CA 94565

Dear Ross:

On behalf of those who attended the Fifteenth Annual WCRA Conference in San Diego, the Conference Committee, and the Board of Directors of the Western College Reading Association, I'd like to express our sincere thanks for your participation in the conference.

The most important tradition of WCRA has been the professional quality of our conference presentations. This year's offerings lived up to that tradition and, in fact, were characterized by a level of quality and sophistication that shows a new strength for our profession and quality in the services that we can provide for students.

I would be pleased to express to your institution WCRA's gratitude for your excellent presentation and to commend your efforts to the proper officials of that institution. In order that I may do so, please send the names of the administrators to whom you would like for me to write.

In addition, I'd appreciate any suggestions you might have as to improvements for next year's conference as well as suggestions you might have about future directions for WCRA to take. As a leader in our profession, your ideas are especially valued.

Again, thanks sincerely for participating in the Fifteenth Annual Conference of WCRA. Your presentation provided valuable focus on the subject of "professional growth" and "personal well-being" of our conference participants and consequently their ability to "provide service to their students."

Sincerely,

Dick Lyman

Dick Lyman, President
Western College Reading Assn.
c/o Sierra College
5000 Rocklin Rd.
Rocklin, CA 95677

Ross - I'm sorry we didn't have more time to talk in San Diego. It sounds like you're doing exciting things at Los Medanos. I hope you'll attend a Nor Cal meeting soon so we can have more time to talk. (WCRA/NCCRA)

TO: Language Arts Sub-area,
Sandy Booher,
Vickie Allison,
Jack Carhart

March 23, 1982

FROM: Ross

On Tuesday, April 20, the regional meeting of the CCCTA (California Community College Tutoring Association) will be on campus from 10:00 a.m. to 4:30 p.m. to look over the tutoring program. They are interested in the lab, tutor training, FIPSE seminar, content tutoring, and the programs for Raza students. I have written up a tentative schedule that would allow them a good insight into what we do. If you have any questions or would like to be a part of the presentation, we'd love to have you. Please let me know before Easter week.

SCHEDULE

10:00 - 10:30	Coffee and doughnuts
10:30 - 12:00	Presentation and discussion
20 minutes:	Over-view and content tutoring (Ross)
20 minutes:	Tutor training and Raza program (Pablo)
20 minutes:	LA 6 and 16 (Judy)
	all with help from tutors: Darnell Turner, Stephanie Orosco, Janet McCormack, and Bill Branson
30 minutes:	Questions and discussion
12:00 - 1:15	Lunch
1:30 - 2:15	A visit to Advanced Tutor Training or materials exchange
2:30 - 4:30	Attendance of FIPSE Seminar

S. Booker

DVC FORUM

Vol XIX No 11

April 23, 1982

FOCUSED, FREE WRITING ACROSS THE DISCIPLINES

submitted by Clark McKowen
for the Instruction Committee

Following is a report from a session of an ongoing workshop at LMC. This session was directed by Marlene Griffith of Laney College. The report was prepared by Andres Ortiz Ochoa of LMC.

What is Focused, Free Writing?

Focused, free writing is a type of writing which can be utilized in any classroom, ranging from math and chemistry to economics and welding. The writing can be done in class or out of class, for any period of time, 10 minutes or longer. It is an ongoing form of writing useful for finding words for half-formed ideas, thoughts or understandings.

Main Purpose

The main purpose of this type of writing is the concept of *writing to think*. Writing to make clear what we understand and what we don't understand. Writing to discover what we almost know or what we didn't know we knew until we started writing it. It is a type of writing which makes a connection with what is taught in the classroom, whether it is a new technique, concept or presentation. It takes the information presented and helps to make it your own. The writing is focused but free. It can be directed or left open. Once the writing has a focus established, the student is permitted to try to think on paper, to try to make a connection, to try to get some order and some understanding.

Main Characteristic

The most important characteristic is that the writing is not graded or judged. Combined with this type of writing is the opportunity to take risks which would not be possible in a test situation.

(continued on Page 3)

The next *Forum* deadline is Monday, May 3, 1982

A CASE FOR CONTINUED NUCLEAR WEAPONS RESEARCH

by

Peggy Radford

Since the policy of the *Forum* is never to reprint I will submit my own summarization of an address given at Lafayette-Orinda United Presbyterian Church, Feb. 28, 1982, which I would like to throw into the hopper of anti-nuclear dialogue. The address was made by Dr. William C. DeGarmo.

Dr. DeGarmo began by asserting what we all know to be true: The foundation of any nuclear weapons policy must be the assumption that nuclear war is too terrible to contemplate. Nuclear weapons policy must be based on the recognition of two facts: 1) "the knowledge of how to make nuclear weapons cannot in the long run be kept secret and cannot be unlearned"; and 2) ". . . man has never created a reliable international arrangement to prevent war."

". . . Freezing technology may freeze into existence a more primitive and, of necessity, larger and therefore more frightful weapon while preventing the development of a small and therefore less frightful one.

"The Minuteman III ICBM system carries a warhead of 335 kilotons. This system began coming on line in 1979. It replaces the Minuteman II ICBM which came on line in 1966 with a 2 megaton warhead and the Titan II ICBM which came on line in 1963 with a 9 megaton warhead. The Trident I, which began coming on line in 1979, is a submarine-launched system carrying a warhead of 100 kilotons. It replaces the Polaris A-3 system, which carries a warhead of 200 kilotons. The 8-inch howitzer shell developed in 1981 carries a warhead capacity of 2 kilotons. It replaces an identical weapon which came on line in 1956 with a maximum yield of 10 kilotons. In 1983 the Pershing II is anticipated with a warhead of 20 kilotons. This is a surface-to-surface tactical ballistic missile. It is designed to replace the Pershing I system, which came on line in 1962 with a yield up to 400 kilotons."

Research, then, has led to smaller and smaller, not larger, payloads. To freeze research would prevent even further refine-

(continued on Page 4)

EDUCATION IN THE EIGHTIES

IV. p1 + p2 + p3 (prices) . . . = P

Back in the Roman heyday, Ovid noted that "nothing but money counts . . . it wins honors; it wins friends. . . ." Centuries later Rabelais took about the same tack: "Lack of money is trouble without equal."

Neither of these people was an economist, yet both understood well the need for money. As do you. Which makes the decreasing power we have at the marketplace the most urgent problem we face.

To assess the problem, we may look at a few of the kinds of prices.

Consumer price—As you know, what we and other consumers pay for goods and services bought. As you know equally well, these prices have been rising rapidly. (Or, put a bit differently, each dollar buys less and less.)

Tax price—What people must or will pay for government programs and services. Politicians speak of the tax burden, and many (maybe most) people do the best they can to avoid being taxed. In California, in testimony to tax resistance, Prop. 13 and other measures have been enacted. Nationally, the 1981 tax law is cutting income tax rates substantially.

Wage price—What people are paid for their services. *Any* employer—public or private—expects wages paid to produce a profit or highly-desirable (or necessary) service or outcome.

Historically, wage prices have risen more rapidly than consumer prices. This allowed the tax price (also more rapid than consumer price) to at least be sufferable.

But with declining productivity, the wage price barely kept up with consumer price. Thus, no enhancement of lifestyle. Or, to get enhancement, reduced tax price.

One big problem we have is that we are paid from the tax price. The direction, compared to consumer prices, is down, as are our real-money wages. The result is we are increasingly subsidizing the school through our lagging incomes.

Maybe it's about time we got organized. *Really* organized.

Carl Franzen

"START THE RUMOR AGAIN" (LITTLE RIVER BAND)

Rumor at DVC has it that I am now assigned to the Department of Performing Arts on this campus. That's true. Another rumor here is that I am also to be the department's new chairperson. That's true too. Rumor at LMC is that I was transferred to CCC. Obviously, that's untrue.

The latter rumor started several weeks before I was contacted by the district office that a transfer was in the offing. CCC had a vacancy in English and speech which it needed to fill. Because I am certified in these subjects as well as drama, and because I was not officially assigned to any campus, in the usual sense, I was the logical choice, from an administrative view, to fill the position at CCC.

I had come to DVC as a sabbatical replacement after LMC dropped its drama program (among several others). I retained transfer rights as stipulated in our UFO contract. At the suggestion of Dr. Buttimer, he, Les Birdsall and I met at the UFO office at DVC to discuss priorities and options relative to filling the position at CCC. I opted not to transfer to CCC. Dr. Buttimer assigned me to DVC, and CCC found its way to an internal solution.

The meeting itself was a model of cooperative problem solving. If minds such as those of Dr. Buttimer and Les Birdsall stand in the forefront, reason and integrity can prevail. I was given a warm reception by the administration at DVC and by my (now, at last) department. All this was concluded in spring 1981.

Yet, not long ago this year, I met a former colleague from LMC, one who most often knew the inner workings at the administrative levels, and he was of the opinion that I had been transferred to CCC. The source and the intent of the rumor at LMC is, at best, speculative. I suspect that it persisted, however, because nothing had been announced publicly to contradict it.

Interesting how rumors start—what keeps them going? There's even a rumor here that one has the chair position dumped on him as low person on the seniority pole; but I could have opted not to in this situation as well.

Marlan Shanks

LIBRARY PHOTOGRAPHIC EXHIBIT

One-hundred fifteen photographs entitled "People of China" by Alice Mah will be on exhibit in the library through May 14.

Joe Sexton

ON STUDENT WRITING

I never have been convinced that the latest crop of students is among the most illiterate ever produced. Some are rotten writers but I think many are pretty good. I talked to John Kelly about this recently, apropos of our recent fanny-busting faculty meeting. He asked me to share with you my observations of two classes I teach labeled the Nature of Art. We are studying the Romantic Rebellion this semester. I asked them to do a comparative essay (take-home, due in one week) based on some writings by three German philosophers: Goethe, Schlegel and Schelling.

Students do a lot of comparative work in art history, averaging about 4,500 words a term. Writing comparisons is one of the more difficult tasks they confront. What I expected from my assignment, largely as a consequence of a mental funk at having made the damned project in the first place, was a series of essays in which the ideas of the authors would be all lined up, as it were, into three quite independent statements completely unrelated to each other. Substantive difficulties notwithstanding, what I received was a pile of blue books about half of which were well-developed, well-organized, fairly literate comparisons.

Somebody out there has been teaching some of these students, most of whom are in their first year with us, something about writing. They simply do not fit the conventional wisdom about education.

Next year may be different. You may find me running amok. Until then.

Bruce Watson

•

WANTED

Would like to buy a working clothes washer and/or electric dryer. Call Paul Nilsen, ext. 238.

•

FOR SALE

Bodega Harbor — beautiful and less than two hours away — is the last place in California one may build a home by the sea! Our dream lot in Bodega Harbor — wilderness on one side, unimpeded view of the ocean on the other, just down the road from the golf course and a short, lovely walk to tennis, swimming, sauna, a fine restaurant and all the other privileges of the Bodega Harbor Clubhouse — is available for you to buy. Excellent financing at low interest. Sara and Carl Monser, 944-1664 or 228-7120.

(McKOWEN — from Page 1)

Benefits

Getting words on paper is a way all of us can see how far we have gotten in forming our ideas and understanding. Once we have it written down, we can say, "That's not what I mean," or, "Yes, it is what I mean," or, "I don't really understand it." This kind of writing, done regularly, has all kinds of direct and indirect benefits.

Direct benefits:

1. It is an ongoing activity that says, "Here is the material; let's give the student a chance to make it, without any threat of failure."
2. It gives the teacher a sense of what the student is thinking and what is not clear.

Generally in school the priorities are given to showing what you know. That is what testing is all about. It teaches many students how to "fake it."

Indirect benefits:

1. This type of writing gives students a chance to write a great deal and to practice, even though it may not at first get them good composition grades.
2. It gets students used to *thinking on paper*.
3. It gives students the chance to get into the habit of sitting down and writing.
4. In this kind of writing students make clear what they don't know.
5. Students discover that in the process of writing they get ideas and find understanding and connections.

Writing: A Useful Tool for Students

The point to make clear to the students is that this writing is for their service, not the reader's service. The writing does not have to be worked into formal papers; it can be but does not have to be. It is writing to think, to organize material, to get understanding of what is really thought and what is truly understood. This type of writing is a means for students to uncover ideas, a chance to range back and forth with words and in writing to see what kind of connections they can make with the material presented to them.

Adjusting to Focused, Free Writing

Concern was expressed that some students, unless otherwise pushed by an assignment, might not pull anything together.

(continued on Page 4)

(McKOWEN—from Page 3)

The teacher might end up with papers of a page or two of "The sky is **blue.**"

Once students get engaged in focused, free writing, it becomes a pleasant experience; they enjoy getting in touch with their own thinking and ideas.

Getting comfortable with focused, free writing takes a while. In the beginning a focus can be given. Once they are really serious about it, students will go with it.

Putting Aside Conventional English Rules

Students, whether beginning or advanced, should be given this opportunity in the classroom to use language to write and think and to free themselves of the usual rules; for example, how to revise their writing, how to polish and make it correct, how to make an argument persuasive, and so forth. These rules should be put aside to let the student concentrate on focused, free writing, on writing to think.

The End Result

The real purpose of this type of writing is *not* to improve the student's writing on any kind of measurable scale. Rather, the purpose is to show that language and writing are wonderful tools for thinking, getting hold of ideas and making connections.

* * *

FOR RENT

May **is for Mothers**! Now is the time to plan ahead so that the Mom in your life can enjoy a week of allergy-free summer fun at Pajaro Dunes on beautiful Monterey Bay. Stroll arm-in-arm with Mom along a surf-washed beach. Tempt her into a game of tennis—or ride on an old-fashioned bicycle built for two. Let her relax on a balcony overlooking the sea while you BBQ the steak. You'll see the sparkle return to her tired old eyes as you light the evening fire. For scheduling Mom into a week of the Pajaro Dunes experience in a two-bedroom, two-bath, completely-furnished condo including color TV, call Chuck Sapper, ext. 208 or 216. P.S. Great for tired old Grandmothers, too!

(RADFORD—from Page 1)

ment and reduction. **The** question, as it seems to me, is not whether research should continue but whether we should build everything we know how to produce. There are fewer weapons in the nuclear stockpile today than there were 20 years ago. Limitation should be made on the types of delivery systems and the sizes and types of yields.

What is of primary importance is the prevention of the use of nuclear weapons. A policy to accomplish that rests on three features: 1) Our nuclear forces must be protected so that an attack cannot destroy them. These protective measures consume "by far the largest part of the dollars spent on nuclear forces"; 2) "We must have enough forces protected and survivable so that no attacker can have the illusion that he could win a nuclear exchange no matter how he defined victory"; 3) "Coupling this strength with a moderate non-provocative form of foreign policy where each side's vital interests are concerned. For instance, the Soviet Union was willing to step back from confrontation during the period of the Cuban missile crisis when they recognized our vital interests. We, on the other hand, have never attempted the liberation of Eastern Europe which we recognize as a vital interest of the Soviet Union.

"An informed dialogue on these vital issues serves a useful purpose. Support of a resolution based upon slogans does not."

I hope I have not stripped Dr. DeGarmo's arguments of any of their vitality by condensing them. I do think they deserve honest, intellectual consideration. Every step of the way further research has improved weapons to the point where their use can be more precise and less random, from the days of early bows and arrows to the long bow up to the reduction of the hit-or-miss musket to the bored rifle to this new gun with the red dot precision.

Until we can have peace among men at home and abroad, dare we freeze research in this country?

The *Forum* is a biweekly publication of the Diablo Valley Faculty Senate. Its pages are open to any faculty member, administrator, classified staff member or student who wishes to communicate something of concern and interest. The exigencies of publication necessitate editorial jurisdiction.

Editor .... Richard Dudley
Editorial Assistant and Designer .... Carol Yacorzynski

Requests for permission to reprint *Forum* articles should be sent to Richard Dudley, Diablo Valley College, Pleasant Hill, CA 94523.

LOS
MEDANOS
COLLEGE

JOHN I. CARHART
President

18 May 1982

TO: Former and Current FIPSE Participants.
Language Arts Faculty (full-time),
M. Cesa, P. Peterson, and V. Allison

FROM: Sandy Booher

My friend Clark McKowen from DVC has been instrumental (as chairperson of the instruction committee) in generating discussion on that campus about reading and writing across the curriculum. He's been very interested in our FIPSE project and managed to stage an afternoon workshop there for faculty. I thought you'd be interested in his report and some of the ideas they're considering. Please notice #1 on their list of recommendations. There are some good teaching ideas here too.

dd

cc: J. Carhart
Karl Drexel

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CONTRA COSTA COMMUNITY COLLEGE DISTRICT

STUDENT WRITING AT DVC

A Report, Suggestions and a Proposal

From the Instruction Committee

This report is derived from faculty and student response to a questionnaire on their writing, our conference on writing with Judith Hert, and several reports from other colleges conducting interdisciplinary writing programs.

Nine-tenths of the DVC faculty and administration think student composition is an important topic. Seven out of ten felt our guest speaker was helpful. Six out of ten thought the workshop was. As requested, the Instruction Committee has provided some of Judith Hert's suggestions later in this report.

Most workshop participants felt that good student writing included correctness, precision, brevity and humanity. Whatever the writing task, most teachers would like students to arrive in their classes with enough control to handle writing assignments competently and appropriately. However, the evidence of our two surveys is that most students come here to develop such skills. Fewer than a third arrive with fluency, assurance, and control. That sort of competence is impossible without experience and practice in a wide range of writing situations. As a report from Beaver College in Pennsylvania on writing across the curriculum points out,

> Freshman writers must deal with many difficulties at once: loneliness, the need to "fictionlize an audience," and bewilderment about the various choices and conventions involved in writing about their subjects. These competing demands are too much for most beginners to handle. The instructor's role needs to be that of a sympathetic reader and sounding board who helps the students work through revisions toward a finished product ready for a stranger's eyes.

Thus, walking students through the steps of composing answers to an essay question is far more educational than grading their final products.

Most DVC teachers think of writing as a way for students to report what they have learned. But Hert points out that the educational uses of writing are virtually limitless. One may write to learn and incidentally learn to write. Students can use writing as a tool for thinking. The pen steadies the mind, keeps it on track, and leads to ideas unsuspected when the writer began. Writing can be used for reflection, expression, clarification, probing, feedback. The more variety and frequency the more likely the development of general competence and control.

Varied, widespread, and regular experiences cannot be provided in isolated disciplines. So the entire college community contributes to the process in which control over writing is enhanced or hindered. One way or another all teachers do affect the composite result. Even the best freshman writing course could never compensate for general indifference.

Just as no one is a good reader of everything, neither is anyone a good writer for all situations. Nevertheless, in our culture reasonable assurance and control in writing are still powerful assets of educated people. Those without them are handicapped and must compensate as best they can. But, as Frank Smith in Writing and the Writer observes,

> . . . writing encompasses familiarity with so many conventions in so many areas--in spelling, punctuation, vocabulary, grammar, cohesion, discourse structure, and register--that one wonders how anyone could find the time and the instruction to acquire it at all. Even if we write only rarely, and reluctantly, there must still be an enormous lode of competence at our disposal so that we can, when we must, draft a halfway adequate letter, memorandum, or diary entry.

We can help students surmount these problems through collaboration; that is, by consultation and assistance on early drafts with emphasis on the composing process itself. In this way, students can develop their own perceptions and their own voices within their teacher's expectations and criteria. As our workshop results show, teachers' criteria do vary or the emphasis will. Students should know why the same paper will be graded differently by different teachers; the criteria can be made explicit.

As has emerged in numerous studies elsewhere, criteria here, too, fell into five clusters:

1. Quality of ideas.
2. Usage, sentence structure, punctuation, spelling.
3. Organization and analysis
4. Wording and phrasing.
5. Flavor and personality.

But outstanding and concerned experts--writers, editors, lawyers, business executives, as well as English, social science, and natural science teachers--put different emphasis on these criteria. So there is presently no single standard of "excellence" at DVC or anywhere else in this country. (A study in Italy showed similar variability.) Judgment is further complicated by extrinsic factors. Some experts, for example, feel that, no matter how well written, a composition with trivial, wrong, misleading, or harmful ideas should receive low marks. As E.D. Hirsch observes, the variation in readers' judgments, to some degree at least, "reflect different proportions of extrinsic and intrinsic judgments."

Whatever the institution's ultimate answer, students will generally accept the standards of their teacher provided those standards are explicit and understood--and if the students are helped to produce suitable specimens before a grade is assigned. Supportive teaching provides the major portion of commentary on preliminary drafts, reserving to the end the mark which will assess all elements of the finished product.

Suggestions

Judith Hert's main contention is that teachers of all disciplines can improve the teaching of their own subject (and incidentally advance student's writing skill) through certain kinds of writing tasks:

To Reinforce a Class Session:

Before or after, provide an incomplete sentence focused on a central concept. Students complete the sentence and discuss their responses in small groups or as a class, or the teacher collects and reads them later.

Examples:

Never Cry Wolf: Farley Mowat's ____________________
enabled him to study wolves in such a way that__________
____
____
____.

Today's film on photosynthesis makes the process__________
to understand because________________________.

Hysteresis is a lot like___________ in that it________
____.

For Feedback:

Have students write for five minutes evaluating anything about the session they wish, or select any aspect you would like to hear about. Students can exchange and write comments to each other or discuss in small groups or as a class, or the teacher can collect and read (and sometimes comment on) responses later.

Teachers have found this technique helpful in sharpening their strategies and in assessing the success of lectures or demonstrations. The writing also helps students reinforce a lesson and strengthen their understanding while material is still fresh.

For Focusing:

Have students write the first five minutes about the preceding session or the text assignment. Discuss as above or simply allow these writings to accumulate in a folder (in which case, the main value is to help students "tune in.")

Teachers pass along good papers to be published regularly in the *Enquirer.*

VEA funds for disadvantaged students might be used for microcomputers and to pay vocational education teachers to do a pilot study. Prepare a program on writing and correcting spelling, etc. (Stubblefield)

For Collaborative Learning:

Term papers, mid terms, research papers: Assign these in draft stages. Use occasional class sessions as workshops for individual assistance or peer counseling. Dialogue about rough or incomplete drafts is most productive.

For Essay Exams:

Until they get the knack, have students work together on a sample answer to a typical exam question and discuss decisions in a workshop atmosphere.

Or, until students have experienced success a few times, structure essay questions so that the desired development is built in. Provide a skeleton to be fleshed out. At least in the beginning, avoid such directions as, "Discuss the literary quality of Never Cry Wolf." Instead, provide a "fill in" essay with the desired specificity and comprehensive understanding built into the structure.

Occasionally consult with another teacher, perhaps from another discipline, to shape an essay question toward the objectives Judith Hert recommends.

For Editing and Proofreading:

There is little evidence that we help students develop correctness and precision by our becoming the proofreaders and editors of final drafts. It is time consuming and counterproductive as well. Judith Hert suggests one common sense solution is simply not to accept sloppy final drafts. English teachers can show students how to use handbooks and dictionaries and can guide them through the proofreading process. They can show students the steps writers do follow and the aids they do use to produce clean copy: friends, parents, professionals, reference books, specialists available in learning centers, tutors. Once they accept the responsibility, writers' proofreading improves. Students have the right to use resources other writers use and also the responsibility. Teachers across the curriculum can insist that writers accept this responsibility, but it is not the teacher's job to do the editing for them.

To test this hypothesis, simply tell an experimental group that you expect final papers to be neat and reasonably error free. Hand back unacceptable papers with a notation that they are to be properly proofread and redone. (Unacceptable to you: you don't have to represent the entire academic community.) The first page or less is usually enough of a sample. Put students who simply cannot produce clean copy in touch with someone in the English Division who can advise them.

This procedure frees teachers to concentrate on higher levels of response to essays.

For usage, "Standard" Written English, Registers, Dialects:

Current practices are described in English handbooks available from most publishers and in sections of many collegiate dictionaries. Conventions change, so recent editions are recommended. Teachers who want to own good desk copies can check with English teachers for the best titles. Since there is no final authority on correct usage, it is a good practice to consult more than one reference on doubtful items.

A PROPOSAL

Recommendations for a Cross-Disciplinary Writing Program

1. AN IN-SERVICE PROGRAM FOR FACULTY AND TUTORS ON READING AND WRITING ACROSS THE CURRICULUM.

   A percentage of the faculty meets two hours a week (for pay, if possible) to talk and learn about reading and writing. The program continues until all faculty have participated. (LMC)

   Tutors are selected by the instructors and trained by the English faculty. Weekly seminars are conducted to train subject-area instructors in the basics of how students can be taught to read and write more effectively and how these instructors can best direct, supervise, evaluate, and encourage the tutors who are assigned to work with deficient students in their discipline. (LMC)

2. ALL DISCIPLINES WOULD INSTITUTE A WRITING MODE in their courses by asking students to do brief in-class writing exercises that supplement their usual patterns of lecture and discussion. (Beaver)

3. ALL FACULTY PROVIDED WITH AN ENGLISH HANDBOOK. (Cape Cod)

4. PRECOUNSELING BY THE ENGLISH FACULTY FOR ENTERING FRESHMEN--in lieu of testing and tracking--to help them plan their English program. (DVC)

5. A PERMANENT PROSE COMMITTEE (composed of the English Chairman, one representative from the sciences, one from vocational education and others, if needed, and the Dean of Instruction or the Dean of Instructional Services) to supervise an ongoing campus-wide program. (University of Pittsburgh)

   The chairman of the committee would have released time to be a floating reading and writing consultant. (DVC)

6. EXPAND THE WRITING CENTER FACILITIES through student consultants for collaborative learning, not remediation. (Beaver)

7. A NEW EXPRESSIVE WRITING COURSE ENTITLED GENERAL EDUCATION, staffed by trained teaching assistants. Students would write daily expressive, reflective entries in a folder concerning their GE experiences and would meet once a week in small groups to read and respond to each others' entries. (DVC)

8. LUNCHEON MEETINGS TWICE A YEAR BETWEEN ENGLISH AND OTHER DISCIPLINES TO DISCUSS HOW WRITING CAN BE DEVELOPED IN THE DISCIPLINES. (Cape Cod)

9. ENGLISH TEACHERS VOLUNTEER TO DISCUSS ESSAY EXAMS IN NON-ENGLISH COURSES. (DVC)

10. STUDENTS TAKE THREE TO FOUR COURSES IN GE OUTSIDE THE ENGLISH DIVISION labeled W (writing) and requiring a specified amount of writing. (These would be part of the present GE package but with the added W designation. (University of Pittsburgh)

CM:ag

4/28/82

APPENDIX D

PRESENTATION TO THE ENGLISH COUNCIL OF CALIFORNIA TWO-YEAR COLLEGES

Fall 1981

by Sandra C. Booher

One day recently, I sat down at a large table with an economics teacher, a welding teacher, two math teachers, a philosophy teacher, three nursing teachers, and several others -- even the band director! -- and I said, "Today we're going to work on steps in the composing process, so you'll understand where your students may be having difficulty when you give them written assignments. Let's get started by doing a focused free writing for 10 minutes."

Now, one of the questions you may be asking yourself is, "How in the hell does a math teacher know what a 'focused free writing' is?" (Or maybe you're asking, "Do I know what a focused free writing is?") But probably you're asking, "How'd you get those teachers to sit down and talk about writing at all?" I'll be answering each of those questions.

First, the math teacher, the economics teacher, the philosophy teacher, etc. all know what focused free writing is, because they heard Marlene Griffith of Laney College explain it the week before. The math teacher not only knows what it is; he used it the day before as a teaching device in his intermediate algebra class. He had the students write for five minutes about what they understood, and didn't understand, concerning a difficult concept he'd just presented. He reported later that this practice was very worthwhile, both to the students who "cemented in" the concept, and to him, because he quickly saw from a look at their papers just where he had been clear and where he wasn't getting through.

What do you call an instructor who teaches students to use the act of writing to clarify and stimulate thinking? A writing teacher? Yes. But in our school, the writing teacher is a math teacher, a welding teacher, an economics teacher -- you name it, everyone does it. Two-thirds of our full-time instructors have participated in a semester-length seminar on the improvement of reading and writing within their discipline classes. That's thirty-six hours of in-service training on how they can improve literacy in the classes they teach.

Presentation - S. Booher

Our institution is relatively small -- only about 60 full-time faculty -- yet what we've done is certainly reproducible. What I want to present is one way to make writing across the curriculum more deliberate, more systematic, and more effective at other institutions. I want to say straight out that I think English teachers must take a leadership role in making this happen, that they must become the moving force behind this change across the campus, and that administrators must help them. But first, some background on our project.

About four years ago, a group of Language Arts teachers at LMC got together and wrestled with some unhappy facts:

Fact #1 - The remedial "labs" were a disaster - too many grammar and usage exercises resulted in very little progress for the few students who stuck it out. Retention was terrible. Minority students in particular left in a hurry.

Fact #2 - These labs were as boring to teach as they were for the students to take.

Fact #3 - We knew that remediation for adults only takes place with direct, practical application of the skills learned -- conditions which were not met in an English class.

Fact #4 - There was tutorial money around, but it was being used to pay teachers' assistants to correct papers (multiple choice, of course) and check supplies in and out.

Fact #5 - Because our school is philosophically opposed to the labels and barriers that intake placement testing bring about, instructors across the board were complaining that they had too many levels of ability in their classes, that they couldn't cope with students whose literacy skills were poor. "Why don't you do something -- you're the English teachers," they said. "You need to fix these people before they get into our classes."

However, if you fixed all the students who needed it before they went on, you'd lose about 50% of them. We wanted to do something, but what? We began going to conferences and listening to what was happening at other schools. We were impressed by writing centers where students were actually coached on pieces they were composing, rather than being goaded into "points" for endless pre-tests and post-tests. We were impressed with the fact that this coaching could very well be done by competent peers, and that these peers could be trained in tutor-training classes. We were especially impressed with the possibility that peers could be trained to tutor reading and writing in the disciplines the students had selected -- both vocational and transfer courses. Suddenly the way became clear.

Presentation - S. Booher

Under a grant from VEA, we began to work closely with vocational instructors -- the ones with students who were in sore need of help, and yet who were the least likely to go to an English class, or stay in one. Together, Language Arts, appliance repair, engine repair and welding instructors determined what levels of literacy and what kind of literacy were needed for a student to succeed in the various programs. Then the vocational instructors 1) tested their students and selected those who needed tutoring, 2) selected a student from their program -- one who could read and write well and who had good interpersonal skills -- to be a tutor, and 3) maintained close contact with the tutor, who went to weekly training sessions taught by Language Arts. The point of this was to do remediation in the content areas, not the English lab, and it worked.

It worked so well, in fact, that we began pulling in other instructors -- a biology teacher here,an anthropology teacher there. These instructors also chose tutors, and we trained them. It was going pretty well, but something was missing. Tutors complained that their faculty asked them to drill students on material for an exam, when the tutors were being told in the tutor training class not to teach content, but to teach skills. Tutors were being given students to work with who had learning disabilities, or severe emotional problems. Some instructors expected miracles; others did not expect enough. Somehow, the link between tutor, Language Arts teacher, and content teacher needed to be strengthened.

And it's here that I come back to the table where I sat down with the math teachers, the nursing teachers, the economics teacher, and so on. What we began in 1980, with the help of FIPSE (Fund for the Improvement of Postsecondary Education), was a semester-length seminar for content teachers, designed to help them work more effectively with their tutors. We wanted the instructors to know what the tutors were learning in the tutor training class, and we wanted them to have an opportunity to discuss and learn about literacy in terms of their own disciplines.

How did we get them involved in in-service? They were enticed to attend the seminar in three ways: 1) they were paid by the grant for hours of participation, 2) first priority for assignment of a tutor went to those who are in the seminar, and 3) this was a popular seminar which instructors found both enjoyable and practical. Instructors had a great deal of respect for the seminar leaders, Judy Bank and Ross MacDonald. Word spread.

In the one workshop I conducted as a guest leader, I asked the group to write for ten minutes, explaining the steps which they go through when preparing a paper for public inspection. They wrote. Then we discussed it: the worrying, the brainstorming, the list-making, the organizing, more worrying, writing, rewriting, polishing, and editing. We talked about where and why students fumble along the way in this process, and why so many students think that writing means one draft with the spelling corrected (by the teacher). We talked about how tutors could intercede in a helpful way while students are in the process of writing drafts. Then they read some of their papers to each other, talked about some of the comments they'd make if they were tutoring each other, laughed and teased each other, and left. The following week, Mary K. Healy from the Bay Area Writing Project worked with them on the use of groups to facilitate learning and rewriting.

What kinds of results are we getting with this program? For one thing, we have gone from five or six tutors to thirty-five per semester, and we're running into problems figuring out how to pay them and how to hire more. (Tutoring for units instead of money is one of the solutions we're exploring.) The other side of this coin is that the tutors themselves are undergoing a fantastic growth experience. Their work has a profound effect on their sense of mission, on their skills, and on their sense of competence. Recently one of our tutors was elected to the local school board!

The effect on the tutees is equally pronounced. Our outside grant evaluators have done grade comparisons of students who received tutoring -vs- those who were recommended for it and chose not to receive it -- the results are extremely positive. Of course, the long-term effect of in-service training on the faculty's teaching methods may be the most important gain of this whole project.

In closing, I want to offer some suggestions, along with encouragement, to those of you who are interested in more "writing across the curriculum".

Presentation - S. Booher (con't)

1. Form a core of the faithful in the English Department - a few committed people who work well together.
2. Start small and pull in a few key instructors from a variety of disciplines. Add them to the core.
3. Get your key administrators behind you (and in front of you, if possible).
4. Provide incentives for faculty to buy in: tutors, grant money, time off.
5. Make the in-service sessions supportive, relaxed, and enjoyable, as well as focused. Rotate note-taking, and have the notes widely distributed.
6. Be prepared for slow, steady progress over a period of 3-5 years.
7. Keep your eye on the doughnut, not on the hole. Problems will arise; people will be offended. Keep going. And good luck.

APPENDIX E

EVALUATION REPORT

REPORT OF OUTSIDE EVALUATORS ON A MODEL FOR INVOLVING SUBJECT AREA INSTRUCTORS IN A PROGRAM OF TUTORIAL OUTREACH IN READING AND WRITING

John H. Porterfield
Karl O. Drexel
August 4, 1982

TABLE OF CONTENTS

OBJECTIVES UPON WHICH EVALUATION IS BASED

EVALUATION INSTRUMENTS AND PROCEDURES

EVALUATION RESULTS SUMMARIZED

PROGRESS MADE TOWARD THE OBJECTIVES OF THE PROJECT

SUMMARY AND CONCERNS FOR THE FUTURE

ATTACHMENTS:

#1 FOUR RESPONSES THAT ARE REPRESENTATIVE OF THE FIPSE INTERVIEWS

#2 GRADES/COMMENTS ON STUDENTS TUTORED AND THOSE NOT TUTORED

#3 SUMMARY--STUDENT EVALUATORS REPORT

#4 RESPONSES TO FIPSE QUESTIONNAIRE

#5 NOTES--FIPSE EVALUATION SEMINAR

#6 ITEMS DISCUSSED--FIPSE REUNION

During the past 24 months the Los Medanos College project "A Model for Involving Subject Area Instructors in a Program of Tutorial Outreach in Reading and Writing" has received both formative and summative evaluation. The focus of assessment has been the extent to which the objectives set forth in the colleges' original grant application to the Fund for the Improvement of Post Secondary Education on 8 April 1980 and its Continuation (84.116C) application on 30 January 1981, have been achieved.

OBJECTIVES UPON WHICH EVALUATION IS BASED

Immediate

1. All contract instructors will better understand the nature and causes of reading/writing problems and be better prepared to deal with them.

2. All contract instructors will be better prepared to direct, supervise, encourage and evaluate the tutors for their classes.

Intermediate

3. Observable evidence will indicate that all instructors are accepting responsibility for improvement of the reading/writing ability of students.

4. Special attention will be given to the literacy needs of ethnic minorities and the quite different needs of re-entry women.

5. The new emphasis on assisting all instructors, through their own training and the use of tutors, to improve the reading/writing of their students will be interwoven with the existing practice of tutor training to constitute a coherent program of attack on the problem of student literacy.

Long Range

6. Because all contract instructors (and, later, others) will have benefited from the institutional encouragement of professional self-development, this aspect of professional activity will increasingly be regarded by all as normal and continuously necessary.

7. The effort will have impact on attempts in other colleges to improve the literacy competence of students.

EVALUATION INSTRUMENTS AND PROCEDURES

A number of measurements and procedures were employed by the evaluators in assessing the success of the project. Briefly, they were:

1. Each semester the evaluators interviewed every seminar participant with the intent to determine the participant's overall assessment of the seminars and in their judgment to what extent the tutorial program was successful.

2. Each semester the evaluators asked for, and received, grades awarded to students who were recommended for tutoring and elected to take advantage of it and the grades awarded to students who were recommended for tutoring but opted not to take advantage of such tutoring.

3. Each semester two student evaluators (students who are mature, experienced tutors who have a high reputation among their peers) interviewed all tutors and a random sampling of tutees.

4. At the end of the two year period a brief questionnaire was sent to every FIPSE participant. The majority of these participants had been "away" from the FIPSE seminar for a semester or more and hence were able to reflect not only upon their learning experience of that semester in which they participated but also upon their subsequent experiences with tutors.

EVALUATION RESULTS SUMMARIZED

1. As noted above, the evaluators interviewed all instructors. (Parenthetically, it should be pointed out that not every instructor who participated in the seminar used a tutor during that semester.) Each semester these participants were interviewed to secure their assessment of the seminar. Without any equivocation, the participants regarded "their" seminar as very valuable professionally--and personally. Briefly, most believed that:

- FIPSE increased their awareness of the need for help in reading and writing that existed throughout the college. It sensitized them to what most now consider as "their" responsibility to do something more than just refer students to the reading and writing labs.
- A tangential benefit noted by many faculty was the opportunities to discuss pedagogical matters of common concern with fellow colleagues in diverse disciplines.
- While they had no solid evidence, they were confident that persistence by marginal students resulted from the tutoring.
- Tutoring was extremely valuable; had, in fact, "saved" any number of potential failures, particularly Black and Hispanic students.
- The outside consultants were excellent and created a good balance with the inside experts.
- The tutorial program is absolutely essential to the open door policy of this community college. Without it, there is no support for the student in such an open admission college.

Since this was also formative evaluation, these interviews served as an opportunity to critique sessions and recommend changes. Many changes were agreed to by the seminar leaders and were incorporated in subsequent sessions.

Attachment #1 gives the reader some responses that are representative of these FIPSE interviews.

2. Another measure used by the evaluators was to compare grade point averages of those who took advantage of tutoring with students for whom tutoring was recommended but, for a variety of reasons, did not take advantage of the opportunity.

Before any results are reported here, it must be pointed out that the following represents only those students enrolled in any given "content" course, who worked on a one to one relationship with a tutor, and who were so reported by the instructor. They do not include students who were tutored in the reading and writing labs independent of the content course.

During the four semesters of the FIPSE project, 247 students were recommended for tutoring by 21 instructors. Of the 247, one hundred and sixty six (166) took advantage of tutoring and completed their course with an overall 2.33 GPA. The remaining 81 students, those who opted not to take advantage of tutoring, finished with a 1.49 GPA.

One faculty member reported the following re Group A (those who were tutored):

> Among the students in this group, I had an "A" student who took advantage of the tutoring so that she could get the maximum grade attainable; a "B" student who was very conscientious and would have gotten a "C" without tutoring; and two "C" students who would have received lower grades.

This instructor's comments seem to reflect the academic status of many of the students who elected tutoring. Some were fairly good students who were motivated to take advantage of tutoring in order to improve their ability to do well in college.

Attachment #2 is an example of one instructor who used her experiences in the FIPSE seminar to the advantage of her students. It, too, reflects the desire of many marginal to good students to improve their reading and writing ability in order to do well in their complete college work.

3. A third form of evaluation used by the evaluators was the use of "student evaluators" in order to get student perspective on tutoring.

During the first year, two mature, intelligent and experienced women were engaged to interview, each semester, all the tutors being used that semester and a random sampling of the tutees being tutored that semester. The following questions were used to guide them through their interviews:

Tutors and Tutees:

- What steps has the instructor taken to encourage tutoring?

Tutor:

- Are you receiving adequate conference time with your instructor?
- Are you getting firm enough guidelines about how the instructor wants you to proceed with the student?
- Are these guidelines, together with the tutor training class, enough to give you confidence with the tutees?
- Is your tutee benefiting from the information the instructor receives from you?
- Have you noticed any change or improvement in your working relationship with your instructor over the semester?

Tutee:

- What do you expect from tutoring?
- How do you know you need tutoring?
- Is the tutor reinforcing the goals of the course?
- In what ways does the instructor reinforce the work the tutor is doing with you?
- How would you assess your reading and writing skills since the beginning of the semester?
- Is there improvement?
- Are you more confident about your reading and writing skills since you began tutoring?

During the second year two different, but equally talented, young women were the student evaluators but exactly the same procedure was followed.

Attachment #3 reports a summary of one student evaluator's interviews. Space does not permit the inclusion of the reports of the other three student evaluators. In each case, each student evaluator wrote a comprehensive interview report and then summarized it as seen in the Attachment #3 sample.

The student evaluators' observations were taken into consideration by the Director as the FIPSE Project progressed from semester one through semester four. Some of these observations were:

- Some faculty were not direct enough in informing students, who obviously could profit from tutorial assistance, of the purposes of the tutorial program.
- Some faculty were not always taking the time, at least one hour per week, to meet with their tutor. Tutors reported that when they did, it was a terrific confidence builder.
- A major concern of the tutors and, of course, instructors, was how to get tutees in for tutoring. They believe that tutees did not always fully understand the tutorial program.

- They believed that some instructors waited too long to select tutors and tutees. Thus, obviously, the success of the program was minimized in that particular class. Added to this was the problem of enrolling the tutor selectee in the tutor training class. Frequently class conflicts made it impossible for the tutor selectee to enroll. This meant instructor search for another tutor.

- They believed that more time should be spent in the tutor training class on special problems of working with Black, Hispanic and Asian students.

- The student evaluators found that the tutors were very much concerned with building a trusting, supportive relationship with tutees. Because of this they were developing the kind of rapport, a step-by-step process, that would lead to success. They found that among the tutors there was no evidence of "burn out" problems or any deteriorating tutor/-tutee relationship. To the contrary, the tutors were trying to identify areas where they could become more effective.

4. All of the above evaluative measures brought messages to the evaluators that this two year FIPSE Project was a success. Despite this evidence, the evaluators believed that it was essential to query all of the FIPSE participants, primarily because most had one semester or more to reflect and put into practice the objectives of FIPSE since they last sat in on a FIPSE seminar. Thirty-five of the forty-seven participants responded to the following questions:

1) What are some of the approaches you used before the FIPSE seminar to assist students with poor reading and writing skills?

2) How has the FIPSE seminar changed your approach to working with these students? Would you say that the seminar had a significant effect on your approach to literacy problems in your classes? Please specify any changes in your teaching methods or class management that you can attribute to the seminar. If no change, please elaborate.

3) Are you now using or do you plan to use tutors in reading and writing as a part of your class or program? Please explain.

4) What is your judgment about the overall effect of the reading and writing tutorial program on our campus?

Attachment #4 summarizes the responses to these questions and best reflects the success of this project.

5. In addition to the four areas of evaluation noted above, the following activities played a significant part in the evaluator's ability to contribute, in a formative manner, to the development of the FIPSE Project and, in a summative way, describe the achievements of this Project.

During each semester of the two year project the evaluators:

- Sat in on seminars--to the extent that all sessions were covered at least once.
- Met and discussed format and content of seminars with seminar participants, leaders, and Project Director. Notes from one of these evaluative sessions may be found as Attachment #5.
- Sat in on tutor training classes to get a feel for what goes on there and to determine the relationship of the content of these courses to the seminar sessions.
- Met with the student evaluators to discuss their assignments, to analyze with them their findings and to prepare for the next semester.
- Sat in on evaluation sessions that included meetings with the "alumni" of the previous sessions. Attachment #6 covers the items discussed in the Spring 1982 FIPSE reunion.

PROGRESS MADE TOWARD THE OBJECTIVES OF THE PROJECT

1. To what extent did the college do what, in the grant application, it said it would do?

In the opinion of the evaluators, the college has performed in such a manner as to satisfy this criteria. While the entire faculty did not participate in the project, 70% did. Many of the remaining 30% have been encouraged to participate in seminars planned for the coming year--along with some non-contract faculty (hourly instructors). In other words, the success of the Project warrants continuation and expansion.

2. How successful were these efforts? (To what extent were the stipulated objectives achieved?)

Attachments #1 through #4 attest to the success of this project. Without equivocation, the evaluators stipulate that the college met its objectives through this FIPSE grant.

SUMMARY AND CONCERNS FOR THE FUTURE

Immediate Objectives

All contract instructors that participated in this project have given evidence, either observable, through interview or questionnaire, that they do better understand and are better prepared to deal with students' reading and writing problems. By the same evidence, they are better prepared to direct, supervise, encourage and evaluate the tutors for their classes.

Intermediate Objectives

It is clear that most of the instructors who participated in this program do accept the responsibility for the reading and writing consistency of students but as we observed, there are a few who aren't sure that this is their responsibility. At the same time, these "doubting Thomases" gave a full effort to pre-testing, analyzing student work and working with their tutor to help students improve.

Except for the first semester, during which only one session was held directly on problems of Black students, each of the following semesters saw a session devoted to La Raza and one to Black students. In addition, in each semester a session was held on students with learning disabilities and students who speak English as a second language. During almost every session there was some discussion regarding the quite different needs of re-entry women students.

During the entire length of this project, direction was given by the Project Director to assure the kind of coordination between the seminar and the ongoing tutor training program. The importance of this effort cannot be overemphasized. In order for the "new" FIPSE instructor to be able to communicate with his "new" FIPSE tutor, emphasis had to be given to coordinating the beginning tutor training class with the beginning seminar. While it wasn't possible to go "hand in hand," as the semester moved along, the tutor and the instructor each began to talk the same language. Now that the tutors and the instructors are no longer "beginners," the future of both will bring to them more reasoned understanding of their students' reading/writing problems.

Long Range

These objectives will continue to receive institutional attention. They cannot, by their nature, be a part of this evaluation report.

If Los Medanos College had to depend only on the dedication of its faculty, its para professionals and the leadership of its administration, the expansion of this Project to reach across the entire curriculum with its reading and writing program would be assured. Unfortunately, this isn't the case. Continuing fiscal constraints placed upon all of the California Community Colleges--indeed all of California's post secondary educational systems--may eventually restrict LMC's future plans for this program. Despite this, the administration is determined to expand the tutorial program to the extent that prudent curricular budgeting allows. That may not be as far or as fast as they would prefer.

This FIPSE grant has made it possible for Los Medanos College faculty and administration to engage in a most rewarding experience. Professional and personal development has occurred. A cooperative effort among the "content" instructors has occurred. Student tutors gained confidence generated by this all out effort to include them in this master plan to improve the reading and writing skills of their fellow students. The big winner, the student with reading and writing problems, saw the ultimate reward in developing more competence in his reading and writing and, thus, more success in his college work.

It is the intent of Los Medanos College to maintain the integrity and momentum of this program. It will be done through the continuous leadership of its administration and the dedication and experience of its faculty and its support staff of para-professionals and student tutors.

# # #

FOUR RESPONSES THAT ARE REPRESENTATIVE OF THE FIPSE INTERVIEWS

Vocational Instructor

"I continue to believe that all instructors should be concerned for the literacy of their students and should try to improve it, when necessary.

To this end, good tutoring is necessary. My experience with tutors has been generally good, and is particularly good this year. Requiring tutoring (when necessary) is legitimate, and it works. I am not losing students on that account. A good deal depends on how the instructor goes about it. In the case of Appliance Repair the situation is somewhat simplified by the fact that most students are in the program for the entire four semesters. (I do not insist on it, for example, in the case of retired students who just want a little instruction in some aspect of the program.)

The FIPSE seminars are good. Even when they seem a little theoretical and somewhat removed from my recurrent problems, there is always something useful I can carry away. For one thing, it makes me more alert. For another, it starts me to thinking. For example, Kopstein wasn't talking about Appliance Repair, but what he was saying about how the brain works does apply to my course.

Value, too, comes from simply meeting each week with colleagues from a variety of courses who have similar problems. (An aside: An important side effect of such seminars as FIPSE and 2TG is that the experience of having a cross-section of all of us sharing participation in a common interest is good for us and reinforces the philosophy of LMC.)

I wish there were more time. I wish that critical attention could be given specifically to my own textual and testing materials. Perhaps it could be arranged for (say) Judy and me to have more time together. This would be valuable even after the semester is over."

Vocational Instructor

"Years ago I would have responded differently to the question, "What responsibility should a college teacher (other than an English instructor) take for aiding a student in overcoming his/her literacy deficiencies?" I now feel that the instructors have a valid responsibility in this matter and should do everything that can be done without impairing the quality of the course. It is a responsibility, however, that would be impossible to discharge adequately without the aid of good tutors. It is important, however, that such tutors confine themselves to literacy problems and do not assume the role of general "teaching assistants." It is also important that both tutors and instructors receive at least rudimentary training in dealing with reading/writing handicaps and that they meet regularly and frequently to discuss problems being encountered. Regularity is an important feature and should be observed, even if it turns out that there is nothing to discuss.

For all of this the FIPSE program has been very helpful; I particularly value the one led by Nancy Collins. She sharpened my insights into the matter of learning disabilities. But all sessions have helped, and taken together they have made me more aware of ways in which I could be more effective. Representative items are:

- Although presentation of material through lecture may always need to be central, I can assist students in their note-taking by putting a rough, abbreviated outline on the board. I have already done this, and it is appreciated.

- I can promote student participation by making more use of small groups.

- I can increase the effectiveness of my testing by watching the wording more carefully.

The seminars have helped, too, by providing an opportunity for interaction on common problems with instructors from diverse areas. (In fact, I find the atmosphere at LMC, with its encouragement of informal interaction, to be very stimulating.)

Among the problems that remain to be overcome is the fact that not all "needy" students take full advantage of the available assistance. An institutional policy that made continuance in the class--at the instructor's discretion--conditional on making serious use of proferred assistance might well be justified.

Although there are some minor respects in which the FIPSE program may be improved as it proceeds, my overall impression of it is distinctly positive."

Academic Instructor

"All instructors should take an active interest in the literacy problems of their students and try to do something about it. It would be nice if we could make adequate literacy a prerequisite to our courses, but that would be a luxury that, realistically, is denied us. Increasingly I do take such an interest and have done so for some time.

Using tutors is an important part of the answer, but there are two problems:

1. Finding and keeping the right tutor.
2. Getting "needy" students to make good use of tutors.

There's no pat answer to the first problem except persistence and occasional good luck. For the second, much as I personally dislike it, the only effective answer may be a heavy-handed institutional policy that requires students, on pain of being dropped or flunked, to accept tutoring and get with it.

My experience with tutors has been generally good. I can point to a few cases where it has helped radically, but the number of such cases is small and not statistically significant. Obviously, tutoring is not the answer to increasing student persistence.

The FIPSE seminar sessions are good, sometimes "inspiring," and helpful. A problem is time. Sometimes I come from a meeting with a head full of ideas, but before I have a chance to sort them out and do anything with them they have slipped away. It would be very good to have more chance to "follow-up," preferably right away. (It might be a good idea to have follow-up contacts with Judy in the following semester, as well.)"

Counselor

"In my own academic background special attention was given to dealing with student literacy, so my response may differ from that of some others. But I do believe that all instructors should be aware of the literacy problems and should do what they reasonably can to prepare themselves to deal positively with them. This attention should not in any way, however, tend to lower the academic quality of the course. The kind of instructor assistance that is offered by the FIPSE seminars--a healthy mixture of theoretical considerations with practical applications--is proving to be very positive. Even the mere fact that instructors from diverse areas meet regularly to discuss common problems would be even more valuable if there were more occasions when tutors and instructors met in an expanded seminar to exchange and interact on problems and points of view. Time, as always, is a problem here.

It would be impossible for an instructor to take on this added responsibility of literacy assistance without the aid of tutors. My tutor is working very effectively and is making a very significant contribution in specific cases I could identify. In fact, assuming that all "needy" students began at about the same level, it might be revealing to compare the grades of students who took full advantage of this assistance and those who, for whatever reason, did not. But my tutor and I have been frustrated by the fact that instruction in the tutor training class is not adequately synchronized with the FIPSE program and with the Experience to which instructors are exposed in its seminars. This should be corrected.

But my overall impression of the FIPSE program, in both its seminars and correlated tutoring components, is definitely positive."

Attachment #2

GRADES/COMMENTS ON STUDENTS TUTORED
AND THOSE NOT TUTORED

A. STUDENTS RECEIVING TUTORING (*SEE NOTE)

Student		Grade	Comments
#1	(2/3)	A	She responded well to tutoring. Eacn assignment showed further progression.
#2	(1/2)	W	These people dropped out early on for very specific reasons. I can detail these because I was in close communication with the students.
#3	(1)	W	
#4	(1/2)	W	
#5	(1)	W	
#6	(1/2)	B	She takes tests better than she writes. She really started showing improvement at the end.
#7	(2)	B	Responded well to tutoring. Highly motivated, began to trust her own thoughts and analysis more near the end. Tended to "copy facts" at the beginning.
#8	(2)	B	She responded well and progressed nicely.
#9	(3)	W	An excellent student! Dropped out due to family problems. She hated to drop and I hated to see her drop. She hopes to pick it up in the future.
#10	(1)	F	He was attending tutoring and responding. We lost him abruptly very late in the semester. I will attempt to follow up.
#11	(1)	D	He started tutoring too late to make a difference. He needs to be more realistic about the demands of college level courses.
#12	(2)	A	Very motivated. Each assignment showed progress.

#13	(2/3)	A	Responded well to tutoring. Each assignment showed progress.
#14	(1)	W	Dropped early on.
#15	(1/2)	C	Works very hard, but really needs skill development in writing. Has signed up for remedial course in the Spring.
#16	(3)	A	A hard working student who perfected her skills through tutoring.
#17		A	Really responded near the end. His last two assignments showed much progress.
#18	(2)	A	A very motivated student who actually achieved beyond her writing level. She progressed well with tutoring help and still could use a Language Arts 15TG Class.

B. STUDENTS RECOMMENDED FOR TUTORING, BUT FOR ONE REASON OR ANOTHER ARE NOT RECEIVING IT

Student		Grade	Comments
#1	(2)	W	He was injured in a serious auto accident and had to drop out by about week #6 or 7.
#2	(2/3)	C	Motivated student. Struggles with tests. Many personal adjustments, family deaths, etc. Attended consistently, she excelled on one written assignment and realizes her weaknesses.
#3	(2)	D	Single parent, works full-time and had to set his priorities. He realizes he needs to upgrade his skills and spend more time on his assignments. He couldn't afford the time this semester.
#4	(2/3)	C	Young student. She has a job and has recently become engaged. She is more capable than she achieved due to lack of time spent on the assignments.

#5	(2)	W	She dropped out due to health reasons.
#6	(2)	B	He was taking composition but still struggles with writing. He says it's been hard for him to feel comfortable with writing thoughts all of his life. He progressed well.
#7	(1/2)		
#8	(1/2)	B	She'd ask Geri a quick question or two but never got really involved. Her skills seem more like a 2/3 after reading most of her work. A good student.
#9	(1)	W	He dropped early on. Family and work pressures.
#10	(2)	A	(See previous list.) She ended up seeing Geri near the end. An excellent student. Her writing improved.
#11	(1)	F	She quit attending after week #14. Disappeared--A sincere and motivated student, appeared to have too much going on in her life.

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*NOTE

STUDENT WRITING EVALUATIONS

Dear Student,

Introduction:

It is difficult to adequately evaluate student work and predict the future from one short assignment, but these "quickie" writing examples can Isolate Some Problem Areas. I am a firm believer in preventative medicine and would like you to respond to the following evaluations. It is essential that you report to me for clarification if you received either a #1 or #2. This entire process should enable you to get more out of the course and enjoy rather than struggle with the learning experience.

CATEGORIES:

A. Category #1

Students who fall into this category have demonstrated some problem areas that make it difficult for a reader to fully understand their message. In order to avoid future problems with written assignments, it is critical that you see me in order to continue the course. Please remain after the class for a few minutes.

B. Category #2

Students who fall into this category are what I would define as "borderline." Your written message is not as clear as it could be, and you may have some difficulty with class assignments. You could probably benefit from some assistance and you are recommended for tutoring help with the first assignment. Please remain after class to clarify this with me.

C. Category #3

Students who fall into this category demonstrated adequate ability on this first assignment. Any of you could, of course, benefit from assistance and we encourage people to participate in tutoring to make the job easier on you. Feel free to take advantage of the opportunity, as you could only gain from the experience.

Attachment #3

SUMMARY
STUDENT EVALUATORS REPORT
1980-81

The following general report represents an interpretation of the responses elicited during individual interviews with both tutors and tutees.

The overall positive attitude expressed by the tutors in the Fall semester was still very apparent in the Spring semester. They were satisfied with the amount of conference time that was set aside by the instructors. The tutors felt that the various instructors were very specific about how the tutors were to proceed with the student tutees. They also agreed that the instructors were open and supportive at all times.

The tutors reinforced their approval of the tutor training class. They believed that the confidence and skill required to work with tutees was greatly increased as a result of the class. They were able to establish a greater level of confidence in their dealings with tutees.

The tutors believed that their working relationships with the instructors has improved over the course of the present semester. They felt that the lines of communication were much less vague. One tutor stated that she had more questions to ask as the semester progressed. In general, the tutors expressed a positive attitude toward the instructor-tutor relationship.

The tutors were satisfied with the methods employed by the instructors in order to encourage tutoring. The instructors usually identified a potential tutee after a writing sample was submitted. At that point the instructor informed the student of the tutorial services at LMC and also introduced the individual to the class tutor. This arrangement seemed to work well. It was acceptable, and agreed to by the tutor, tutee and instructor.

Some tutors suggested the following:

"We would like to place a tutor in class all the time. It would be a help to see tutee in action."

Tutees

The tutees required help with class work. They also expected to improve their reading and writing skills. They seemed to agree that the tutorial assistance fulfilled their expectations.

All tutees believed that the tutor reinforced the goals of the course. They were aware of the fact that the instructor and tutor were able to meet and discuss the needs of an individual tutee. This allowed the tutee to feel more confident and thus the tutorial sessions were extremely beneficial.

The tutees were encouraged by their improved reading and writing skills. One tutee acknowledged the fact that her essays were significantly better since she received tutoring.

All tutees felt more confident about class participation. They were able to express themselves more clearly through improved writing skills. In addition, better reading skills encouraged the students to continue the class, rather than drop because of the inability to keep up with class work. In all cases, the tutees felt that the tutor's continued support, instruction and assistance gave them the motivation and confidence to continue.

Although some tutees asked for help and others were guided by the instructor, all agreed that tutorial assistance was secured without a great deal of effort. They were impressed by the mutual cooperation of both the tutor and instructor.

Attachment #4

RESPONSES TO FIPSE QUESTIONNAIRE

Question #1

"What are some of the approaches you used before the FIPSE seminar to assist students with poor reading and writing skills?"

Of the thirty-five instructors who responded to this question, it appears that, with some exceptions, most did very little (fourteen said, frankly, "nothing much"). Many, however, amplified their remarks with statements that evidenced some desire and attempts to help. Comments such as the following were indicators of "the spirit is willing but the flesh is weak."

- "I obtained writing samples at the beginning of the semester for analysis and referral--as well as possible ways of incorporating activities to assist the students learning to apply skills. I am not a reading/writing specialist so I cannot help students in need."
- "I think I tried to circumvent reading and writing problems, i.e. I would read (or translate) for the student. I have often asked students for sentence and paragraph responses on exams."
- "Sporadically, I utilized tutors but my, and their, focus was more content oriented. I often just threw up my hands, lowered my standards, and indiscriminantly dispensed C's."
- "Either corrected spelling and/or writing in margin or on test--or talked to student out of class. Other than that I'm afraid to say that I did not concern myself with reading and writing skills. Oh! I did refer students to the reading/writing labs--but I have little faith that they arrived."

Question #2

"How has the FIPSE seminar changed your approach to working with these students? Would you say that the seminar had a significant effect on your approach to literacy problems in your classes? Please specify any changes in your teaching methods or class management."

The responses to these two questions were overwhelmingly enthusiastic and positive. With no exception, every response indicated the success of the seminars. Such words as "more aware," "encourage," "confidence," "better understanding" were replete throughout the responses. The following typify the faculty responses to these questions:

- "They (seminars) served to reinforce and encourage me in some of the areas I had already developed."
- "I am more aware of reading and writing difficulties and feel that I am better equipped to assess the students' skills and to assist them in developing these skills."
- "I now stress the tutoring program and maintain tougher standards. I stress basic skills and use the in-class writing exercises we discussed in FIPSE."
- "I am much more aware of literacy problems and especially the many kinds of literacy problems. Awareness is a first step toward change. Next semester I plan to use more written class work to diagnose problems or at least to better identify them. Because of FIPSE, my attitude toward students who need reading/writing help has changed from 'You need to work harder' to 'Let's get some help for you in reading and/or writing fundamentals so that you can do better work for me.'"
- "I gained from the seminar a better understanding of the specific processes and techniques available to assist students with reading and writing difficulties. As a result, when I now encounter a student with a reading/ writing problem, I have more ideas at hand on how to assist that student."

Question #3

"Are you now using or do you plan to use tutors in reading and writing as a part of your class or program? Please elaborate."

Prior to this FIPSE Project and, except for Language Arts instructors, very few of the other "content" instructors used tutors for the improvement of reading and writing skills. Some instructors used tutors who were particularly skilled in the subject area--teacher assistants. During the semester in which the seminar was held, and subsequent to that semester, nearly all were using tutors particularly skilled in assisting their fellow students in the improvement of their reading and writing skills.

The following comments gave the evaluators a sense of faculty reaction to the question:

- "I would be lost without a tutor. He had made it possible for many students to keep up with our theory classes and has given students the necessary support that we do not have time to give."
- "The FIPSE program opened my eyes to more creative uses of tutors."
- "Yes, I do have two tutors to help me in improving the reading/writing skills of the learning disabled. The seminar was very helpful to me in terms of recruiting tutors and how to work with them most efficiently."
- "I look forward to the use of several suggested reading/ writing activities in all of the courses I will teach--regardless of whether or not a tutor will be an appropriate "tool" in these courses."

Question #4

"What is your judgment about the over all effect of the reading and writing tutorial program on our campus?"

While the faculty participants could not speak for their colleagues who did not participate in the seminars, nor could they realistically assess the impact of this program on the entire college program, they could speak for themselves--and they did. With a few exceptions, the responses reflected a very warm and positive feeling toward objectives of the FIPSE program and its almost immediate successes--for themselves as well as their students. Because this question elicited so many positive and inciteful responses, the evaluators have chosen some representative samples:

- "The overall effect of the reading and writing tutorial program at LMC has been very positive and constructive. It has been positive in the sense that it reinforced the college commitment to all learners. Also, it affirmed the values of those faculty and managers who have espoused a strong "teacherly" role--that you work with who you meet, taking them from where they are to where they want to go. It has been positive in the fact that college resources and extra-mural funds are devoted to the issue of literacy across the curriculum--such that all are included in the concerns addressed. The program has been constructive in the way it gives very workable, practical and realistic strategies and techniques to those who wish to act on the ideals of promoting learner skills. Also it is constructive in that the seminars bring people together from various disciplines to share techniques. A "can do" attitude emerges that echoes other college projects such as the General Education Curriculum revision. When reading and writing development was included as a criteria for G.E. courses, the question, "But how can I do it in my field," had a chorus of affirmative answers. It can be done and FIPSE showed the way."

- "If nothing else, the FIPSE program has made LMC instructors much more aware of student characteristics in this area. It has also shown instructors that there are indeed concrete methods for handling the situation within the content area. I feel that the tutorial program has been very successful."

- "I am very impressed with the overall impact of the reading and writing tutorial program on our campus. I think it is a tremendously valuable asset to the General Education program and the learning process as a whole. I have learned much about the learning process and my teaching has improved through the whole experience. I appreciate the availability of such a program."

- "I'm not yet in any position to evaluate the effect of this program. I believe that the intentions are valid and, if successfully carried through, they should have a profound influence throughout the LMC curriculum."

- "As the FIPSE instructor seminars continue, I am being awakened to teaching and learning processes which can improve my role in future courses. I think I am benefiting greatly from these seminars."

- "I think the tutorial program is vital to the health and well being of most of the college curriculum."

Attachment #5

NOTES
FIPSE EVALUATION SEMINAR
JANUARY 12, 1982

Ross briefly reviewed each subject covered during the past seminar--(well done).

Each participant was asked to rate each session on a scale of 0 (least useful) to 5 (most useful).

Ross asked the group to respond to three points:

1. Things that we need to know more about.
2. Things that we should have left out.
3. Any suggested changes in the sequence of topics.

On Point #1:

- Should know more about how to work with Black students--should bring in qualified outsiders to do this.

  As an aside: Give next semester FIPSE schedule to this "alumni" group.

  Another aside: Should have a "reunion" of FIPSE participants in early Spring.

- Should have either a session or two, or parts of a number of sessions, devoted to participants talking to one another about their problems and to exchange ideas about their "favorite tricks" which help solve these problems of reading/writing.

- Suggestions that when a presenter has a bibliography that he/she wants to give to the participants, copies be made and given out at the beginning of the session.

- It was the view by a few that 18 weeks was too long and that 2-1/2 hours was also too long. While this was not supported by the majority, it seemed that many supported the idea of a 10-minute break somewhere during each session.

- Someone suggested the idea that a session, or some part thereof, be devoted to a discussion on "substitute" language on the part of Hispanic and/or Blacks.

- Suggested that the last half hour of each session be devoted to breaking the group up into areas and each area discussing the applicability of the session to that particular area.

-Another point of view: At the beginning of each session time should be given to discussing the application of the previous session to the "working class" (instructors).

- A point was made that all handouts be distributed to the participants in advance of each session.

On Point #2:

- It seemed to this writer that the participants were in agreement that nothing should be left out--with one possible exception. Many believed that the last session was not well done--nor were the theories propounded acceptable.

  One participant suggested that instead of dealing with the subject "Structure of the Intellect" that a session be devoted to a presentation on the brain--physiologically, not psychologically.

On Point #3:

- This writer found this discussion sort of fuzzy and somewhat contradictory. It seemed that noises were made for building the foundation early in semester and followed by applications, the "how to."
- Another big pitch made for exchange of ideas.
- Someone said, "More on reading/writing early on."
- Some suggestions for coalescing some topics (not too much, though).

More:

- Allow for time to talk about problems and to ask questions.
- On ESL: Worthwhile, but should have an experienced tutor talk about problems of the "run of the mill" student.
- Some believed that it would be important--early--to have Ross discuss the interface between what he does with the beginning tutor in the Tutor Training class and the needs of the faculty participants. (Not clear on this.)

- Much discussion relative to the desirability of assessing student needs early so that the student can be advised as to weaknesses in reading and writing. This led to such thoughts as:

  -develop a control group who will have had such an assessment and subsequent counseling as opposed to a non-control group who would not have had the benefit of such counseling.

  -concurrent enrollment in the content course with the fundamentals of writing and/or reading course.

  -mandatory enrollment in "Bone Head" courses in reading and writing when determined (by testing) that the student is deficient in reading and/or writing.

  -compulsory counseling (advising).

  -and more - more - more.

Ross reiterated two points:

- The tutors need for constant contact with the instructor, and
- the need for all faculty to target all students--early on--who need help and to so advise them. This point was dramatically emphasized by the reading of a paper by one of Harriet Shaffer's students. This student's major concern was that none of her instructors, prior to enrolling in one of Harriet's classes, ever, ever suggested that she needed some expert assistance (by a tutor). In her words, "It was unfair to me for all those other teachers to let me go for so long when all the time there was a problem."

Attachment #6

ITEMS DISCUSSED
FIPSE REUNION
SPRING 1982

I. IDENTIFYING STUDENTS

A. Reading/Writing screening devices.

B. What do you say to students who need tutoring?

C. How many students do you refer and how severe are their needs?

D. How many students pursue tutoring? For how long?

II. WORKING WITH THE TUTOR

A. What does the tutor seem to need from you?

B. How do you meet that need?

C. Any special suggestions or ideas for the rest of us?

III. READING AND WRITING IN THE CONTENT AREA

A. What is the link between the reading and writing and your content area?

B. What are the implications for instruction?

C. What are some specific techniques you've developed?

APPENDIX F

BUDGET REPORT

FINANCIAL STATUS REPORT

(Follow instructions on the back)

Dept. of Education - Instr. Improvement Read

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1 | 1 PAGES

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3. RECIPIENT ORGANIZATION *Name and complete address including ZIP code* Contra Costa Community College District Los Medanos College 500 Court Street Martinez, CA 94553	4. EMPLOYER IDENTIFICATION NUMBER 94-6000 509	5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER 1-946000509-A4	6. FINAL REPORT ☒ YES ☐ NO	7. BASIS ☒ CASH ☐ ACCRUAL
	8. PROJECT/GRANT PERIOD *(See instructions)* FROM *(Month, day, year)* 9/01/80	TO *(Month, day, year)* 6/30/82	9. PERIOD COVERED BY THIS REPORT FROM *(Month, day, year)* 9/01/81	TO *(Month, day, year)* 6/30/82

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ►	(a) Instr. Improv Tutor/Read	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$ 82,958.89	$	$	$	$	$	$ 82,958.89
b. Total outlays this report period	98,114.81						98,114.81
c. *Less:* Program income credits	-0-						-0-
d. Net outlays this report period *(Line b minus line c)*	181,073.70						181,073.70
e. Net outlays to date *(Line a plus line d)*	181,073.70						181,073.70
f. *Less:* Non-Federal share of outlays	103,035.70						103,035.70
g. Total Federal share of outlays *(Line e minus line f)*	78,038.00						78,038.00
h. Total unliquidated obligations	-0-						-0-
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	-0-						-0-
j. Federal share of unliquidated obligations	-0-						-0-
k. Total Federal share of outlays and unliquidated obligations	78,038.00						78,038.00
l. Total cumulative amount of Federal funds authorized	78,038.00						78,038.00
m. Unobligated balance of Federal funds	-0-						-0-

11. INDIRECT EXPENSE	a. TYPE OF RATE *(Place "X" in appropriate box)* ☒ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED			
	b. RATE .08	c. BASE 90,847.05	d. TOTAL AMOUNT 13,412.76	e. FEDERAL SHARE -0-

12. REMARKS: *Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Dale B. F.

DATE REPORT SUBMITTED: 7/27/82

TYPED OR PRINTED NAME AND TITLE: Dale B. Fink, Accounting Officer

TELEPHONE *(Area code, number and extension)*: (415) 229-1000 x 2

269-102

STANDARD FORM 269 (7-76)
Prescribed by Office of Management and Budget
Cir. No. A-110

Los Medanos College
FIPSE - Reading, Writing
For Period 9/1/81 through 6/30/82

	Federal Grant		District Contributions	
	Actual	Budget	Actual	Budget
Personnel				
Professional	$ 39,945.37	$ 39,665.00	$ 10,746.00	$ 10,054.00
Classified	1,358.82	1,647.00		
Tutors			28,254.84	44,544.00
Benefits			1,721.89	858.00
Supplies	1,551.68	1,350.00	712.32	
Production		450.00		
Consultants	4,100.00	4,000.00		
Travel	2,456.13	2,300.00		
Indirect Costs @ 8%			7,267.76	8,462.00
	$ 49,412.00	$ 49,412.00	$ 48,702.81	$ 63,918.00

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FINANCIAL STATUS REPORT

(Follow instructions on the back)

Department of Education - Instructional Improvement

6008005086

No. 80-R0180

1 | 1 PAGES

1. RECIPIENT ORGANIZATION *Name and complete address, including ZIP code*	Los Medanos College Contra Costa Community College District 500 Court Street, Martinez, CA 94553
4. EMPLOYER IDENTIFICATION NUMBER	1-946000509-A4
5. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER	LMC 7046
6. FINAL REPORT	☐ YES ☒ NO
7. BASIS	☒ CASH ☐ ACCRUAL
8. PROJECT/GRANT PERIOD *(See instructions)* FROM *(Month, day, year)*	9/01/80
TO *(Month, day, year)*	6/30/82 (1st year to 8/31/81)
9. PERIOD COVERED BY THIS REPORT FROM *(Month, day, year)*	9/01/80
TO *(Month, day, year)*	8/31/81

10. STATUS OF FUNDS

PROGRAMS/FUNCTIONS/ACTIVITIES ►	(a)	(b)	(c)	(d)	(e)	(f)	TOTAL (g)
a. Net outlays previously reported	$ -0-	$	$	$	$	$	$ -0-
b. Total outlays this report period	82,958.89						82,958.89
c. *Less:* Program income credits	-0-						-0-
d. Net outlays this report period *(Line b minus line c)*	82,958.89						82,958.89
e. Net outlays to date *(Line a plus line d)*	82,958.89						82,958.89
f. *Less:* Non-Federal share of outlays	54,332.89						54,332.89
g. Total Federal share of outlays *(Line e minus line f)*	28,626.00						28,626.00
h. Total unliquidated obligations	-0-						-0-
i. *Less:* Non-Federal share of unliquidated obligations shown on line h	-0-						-0-
j. Federal share of unliquidated obligations	-0-						-0-
k. Total Federal share of outlays and unliquidated obligations	28,626.00						28,626.00
l. Total cumulative amount of Federal funds authorized	28,626.00						28,626.00
m. Unobligated balance of Federal funds	-0-						

11. INDIRECT EXPENSE

a. TYPE OF RATE *(Place "X" in appropriate box)* ☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED

b. RATE	c. BASE	d. TOTAL AMOUNT	e. FEDERAL SHARE
.08	90,267.76	7,267.76	-0-

12. REMARKS: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.

13. CERTIFICATION

I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Dale B R

TYPED OR PRINTED NAME AND TITLE

Dale B. Fink, Accounting Officer

DATE REPORT SUBMITTED

Amended 7/27/8

TELEPHONE *(Area code, number and extension)*

(415) 229-1000 x

269-102

STANDARD FORM 269 (7-76)
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